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ABSTRACT

This long-range educational plan charts the directions of Vancouver Community College for the period 1980 through 1985. In the introduction, the history of the plan's development is outlined. Chapter I provides a history of the college; presents its organization and structure; and gives an overview of instructional programs, instructional facilities, and operating budget. Chapter II examines the institutional factors and the market factors, including the demographic, economic, and educational settings, likely to affect the 1980-85 plan. Chapter III outlines the nine goals of the college for the 1980's, which relate to the range of college programs, program quality, accessibility, structure, decision making, communication, community relations, support services, and accountability. Areas where improvements and adjustments should be made under the plan are discussed in Chapter IV, specifically with regard to program emphasis and modes of delivery, instructional and student support services, organizational setting, facilities, budget, and planning. Appendices, which make up two-thirds of the report, list the membership of the Educational Plan Committee; provide action plans for dealing with institutional factors likely to affect the educational plan; give a detailed descriptive analysis of market factors which may have an impact on the plan; provide enrollment projections by campus and program area; list space allocations by campus; and present the projected budget for 1980-81 through 1985-86. (HB)

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VANCOUVER COMMUNITY COLLEGE

EDUCATIONAL PLAN

1980-1985

VANCOUVER COMMUNITY COLLEGE
British Columbia,
Canada

December, 1980.

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FOREWORD

V.C.C.'s Educational Plan is the product of a great deal of work extending over a period of many months. Faculty, administrators, support staff and Board members have contributed directly. Students, advisory committee members, the general public, officials of the Ministry of Education and the three Provincial Councils have also, in a variety of ways, contributed ideas and suggestions that have been incorporated in the Plan.

In giving approval to this Plan the College Board confirmed that the Plan is not a static document; it will require up-dating and refinement on a continuous basis to reflect changing conditions.

The College is very interested in comments that any reader may have so that these may be considered for future editions of the Plan.

A.S. Manera
President

Summary of Major Activities

1980 - 1985

Vancouver Community College is under increasing pressure today to provide all groups in the community with more and better learning opportunities ... for career, vocational and academic training, for special education for people with learning handicaps, and for programs for individual growth and enhancement.

Foremost among the needs are increased course flexibility to permit non-credit part-time and credit extension study, expansion of programs in areas of high employer demand, English language training, and programs accessible to people who are home-bound. Many of these needs require more classroom space, more instructors and increased College support services.

This Educational Plan charts the College's direction in meeting these needs and outlines the steps to be taken to support better present and future educational programs. In 1979/80 Vancouver Community College delivered 29 percent of instruction reported by publicly supported colleges and provincial institutes in British Columbia. The College has undertaken this activity with less than 20 percent of the dollars and 12 percent of the space. The resulting serious deficiencies are addressed in this plan.

Following are some of the means for meeting these needs:

*Construction of a new $28 million campus on East Broadway will provide space to expand a number of College programs. Slated for completion in 1982, the new campus will house the College's adult basic education and second language programs now at King Edward Campus, some trade programs now at Vancouver Vocational Institute and regional offices currently located downtown. Space for these operations will increase by nearly 84 percent, providing for the expansion of English language training, adult basic education, music and career programs. Enrolment will grow an average of 41 percent over five years.

*Expansion of facilities at Vancouver Vocational Institute's Pender Street campus will provide significant increased space for business and health division programs as well as a general expansion in program extension for all instructional divisions. This new $19 million expansion will more than double Institute space, allowing a 43 percent increase in enrolment over five years.

*Remodelling of Langara Campus inadequate support facilities will provide additional service for students. Counselling, bookstore, cafeteria, library and other support areas will be redesigned and increased in size. In addition, Langara Campus will disperse some career programs to off-campus locations and thus allow for a limited increase in students served by those and other programs.

*Because the mean age of Vancouver's population is increasing, Vancouver Community College is committed to structuring programs catering to older students, many of whom work full time. Extension programming at Vancouver Vocational Institute will expand over five years, giving people in vocational occupations opportunities to keep pace with developments in technology and equipment and providing working people with the chance to improve their skills and better job prospects through part-time extension study.

*Employment forecasting by the Greater Vancouver Regional District's Planning Department indicates the city's highest employment growth through 1986 will come in the tertiary sector, rather than in primary or secondary industry. In fact, growth in this sector is projected at nearly 75 percent. To meet heavy employer demand, Vancouver Vocational Institute is increasing courses in accounting and bookkeeping, typing and clerical routines, stenography, word processing, computer technology and a wide variety of other specialized clerical and office skills by an average of 50 percent.

*Though figures show that immigration has declined 35 percent below the level in 1970, indications are that Vancouver will continue to have an ethnically diverse population. Vancouver Community College will continue to offer basic English language and citizenship training and the College will expand its efforts to offer specialized English programs to new Canadians. A slated 55 percent growth in English language training is planned to meet the needs of individuals to whom English is a second language. Across the board, the programs will place more emphasis on preparing students to find jobs or take job training.

*Study indications are that a significant minority - about 25 percent - of the city's adult population has less than a grade ten education. To help these people improve their employability in an increasingly competitive job market, King Edward Campus will expand its College Foundations program by 13 percent over the next five years. This program, offering grade 12 equivalency, will be offered in a number of locations throughout the city to give more people maximum access.

*The College's Continuing Education activities will increasingly emphasize business programs during the next five years. The newly-created Management Development Centre will provide a wide variety of programs in the downtown core where most business people work.

*In order to provide learning opportunities to the elderly, both those in long-term care and those who are institutionalized, Vancouver Community College will be offering courses to the "home bound" through community cable television.

*The College's instructional support services, such as library, information and audiovisual, historically underdeveloped, will increase staff and resources to meet the needs of greater numbers of students and to better serve existing instructional programs. Similarly, student services and administrative service areas are expected to expand at a greater rate than College enrolment.

*Student and instructional support services will be further automated through the introduction of on-line computer systems and word processing facilities.

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INTRODUCTION

The Planning Process and Vancouver Community College

In the middle of the last decade, Vancouver Community College began the process of developing a long range educational plan for the delivery of education and training to Vancouver college students. Information was collected concerning waiting periods necessary for students to gain entry into vocational programs. Data was collected also about anticipated enrolment levels in adult basic education and English as a second language programs. It was obvious at that time that the College lacked the resources and facilities necessary to meet future student and community needs in these instructional areas.

In May 1978, President A.S. Manera initiated a planning process which would lead to the development of goals, objectives and an action plan for the College. At that time he noted that considerable background work had been accomplished.

The President and the College Executive Committee considered it important to build on such efforts. They also indicated that it was important for a wide cross section of the College community to participate in the planning process. It was recognized by the College Executive Committee that the College educational plan could articulate the College mission in such a way that it would create a greater degree of awareness and involvement in setting college goals.

The College Executive Committee felt that the task of establishing goals and objectives could not be carried out effectively without the collection of much more information related to College activities and the community in which it was operating. Information needed was classifed initially as follows:

A. Description of the population currently being served by Vancouver Community College (Institutional Research);

B. Description of the population whose educational and training needs can best be met by Vancouver Community College in the future (Market Research);

C. Perceptions of the services, roles and quality of courses and programs offered by Vancouver Community College (Institutional Evaluation).

Task forces were established to collect information in each of these areas. Many individuals, representing various segments of College, served on the task forces and their work was a significant contribution to the quality of the College's planning processes.

Vancouver Community College's work to supplement its on-going planning process, with additional information which could be used to assess institutional efficiency and effectiveness, was timely. In January 1979, the Ministry of Education issued guidelines which required the preparation of five-year educational plans by all colleges and provincial institutes. Following completion of the work of its task forces, the College responded to this Ministry requirement by establishing an Educational Plan Committee. The Committee was asked to integrate the large amount of existing information; commission any necessary updating and, where possible, fill in information gaps. This process has been completed. Two chapters develop the background of the College and its community. Chapters three and four address College goals and plans for the next five years. This is the Educational Plan.

CHAPTER ONE

VANCOUVER COMMUNITY COLLEGE AT PRESENT

History of the College

Vancouver Community College developed in response to the changing and growing needs for educating and training adults within Vancouver.

Historically, the College has been linked to initiatives taken by the Vancouver School Board, which has had the responsibility of organizing and delivering education since Vancouver's incorporation as a city in 1886. Adult education had its beginnings as far back as 1899 when Vancouver High School became Vancouver High School and College through affiliation with McGill University. It enrolled a class of six undergraduates in first year university arts courses. The Vancouver School Board, responding to changes in community educational needs, organized the city's first night school programs in 1909. In following years, an active program of courses was developed for adults, through both day and evening study. It was centralized at King Edward Secondary School, which became the King Edward Senior Matriculation and Continuing Education Centre in 1962.

Vocational and technical programs for adults, offered by the Vancouver School Board as early as 1916, were eventually centralized at the Vancouver Vocational Institute in 1949. Another component in what was to become Vancouver Community College - the Vancouver School of Art - was established in 1925 to offer art education beyond the secondary school level.

In the early 1960's, because of an increased need for education and training in the work force, the community placed a new emphasis on post-secondary education. The Vancouver School Board responded with a pioneering effort to create education programming for adults. In 1965, the King Edward Senior Matriculation and Continuing Education Centre, the Vancouver Vocational Institute, the Vancouver School of Art and parts of the night school program were combined to produce a new institution, Vancouver City College.

Vancouver City College operated for its first five years as a division of the Vancouver School Board, under provisions of the Public Schools Act. The new College developed its organization and operation through the period 1965 to 1970. One of the earliest colleges in British Columbia, it took pioneering steps to determine curricula, admissions, course fees, the duration of the college year and requirements for certificates and diplomas in the province.

More important, however, the basic structure of the College was maintained. Individual College campuses offered specialized and unique programs. This structure was strengthened and confirmed in 1970, when a new campus was completed at Langara to accommodate the full range of first and second year arts and science, university transfer courses and a number of career programs that had

been developed. The addition of Langara Campus freed the King Edward facility. The Special Programs Division, now King Edward Campus, was created to bring together an extensive group of preparatory, secondary school completion and English language training courses, previously scattered in temporary quarters throughout the city.

In late 1970, responsibility for the College shifted from the Vancouver School Board to a newly created Vancouver City College Council. This was supported by amendments to the Public Schools Act. A majority of the Council membership was drawn from the Vancouver School Board. In 1974, the name of the College was changed to Vancouver Community College and by 1975 the College was well on its way to developing its own administrative structures and support services.

Structural and organizational changes over the years saw the movement in 1958 of some vocational programs from the Vancouver Vocational Institute to temporary quarters at the Pacific National Exhibition. These were moved later to Burnaby to become the nucleus of the B.C. Vocational School, Burnaby and later the Pacific Vocational Institute. In 1978 the Vancouver School of Art was designated a provincial institute, and renamed the Emily Carr College of Art. The Marine Training Department of Vancouver Vocational Institute departed in 1978, becoming the Pacific Marine Training Institute.

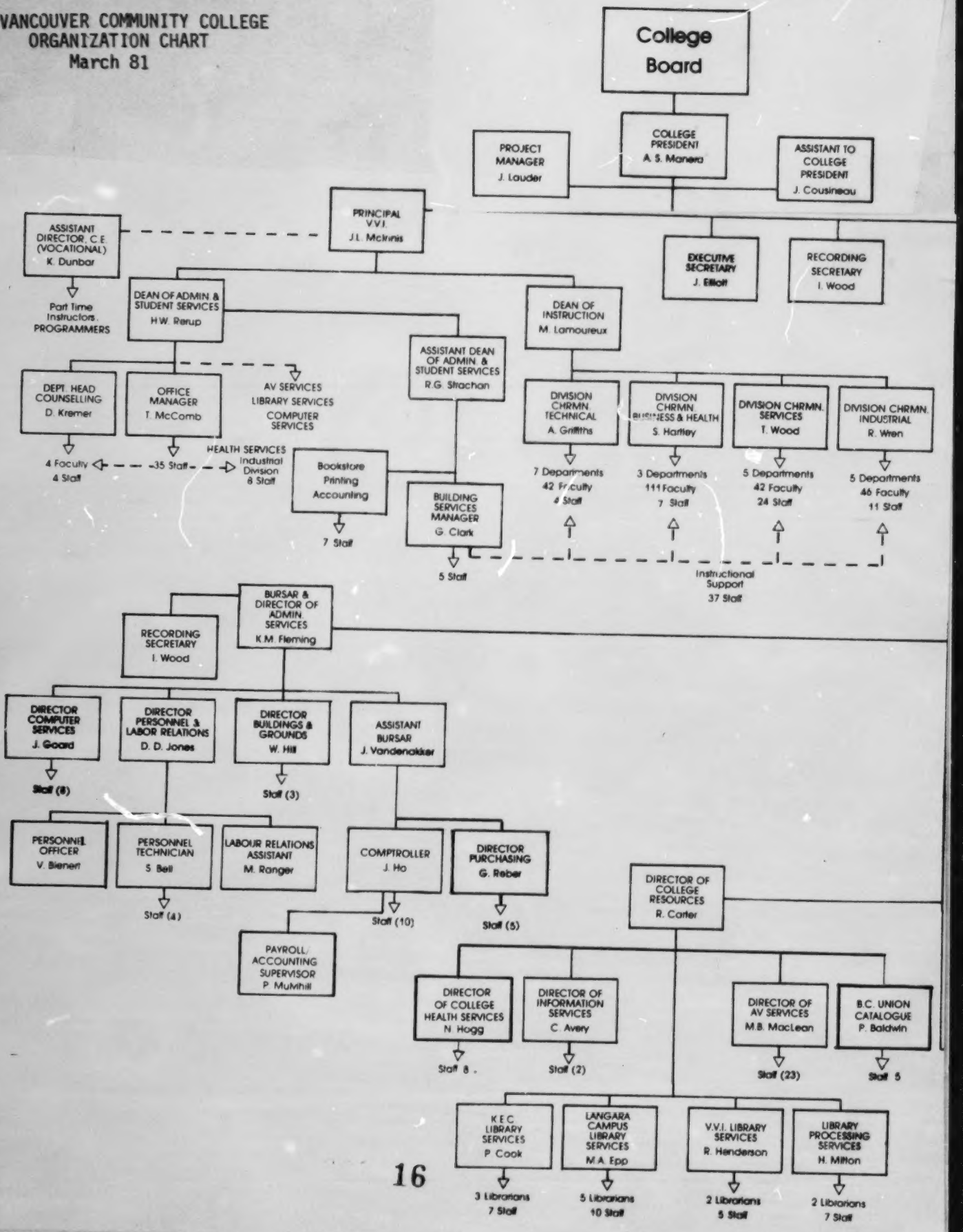
Vancouver Community College enters the 1980's as a multi-purpose, comprehensive, decentralized institution for adult education, with a designated region consisting of School Districts 39 (Vancouver), 41 (Burnaby) and 38 (Richmond). Today there are some 750 faculty (including instructors, counsellors and librarians) employed in regular programming, an additional 565 instructors retained on a part-time basis by Continuing Education, 45 administrators, and 335 support staff. Together this staff complement delivers some 100 College programs and numerous individual courses through four instructional centres. Instruction is provided at three main College campuses and numerous off-campus locations through the city. The current total cost of College operations exceeds $35 million per year.

Present Organization and Structure

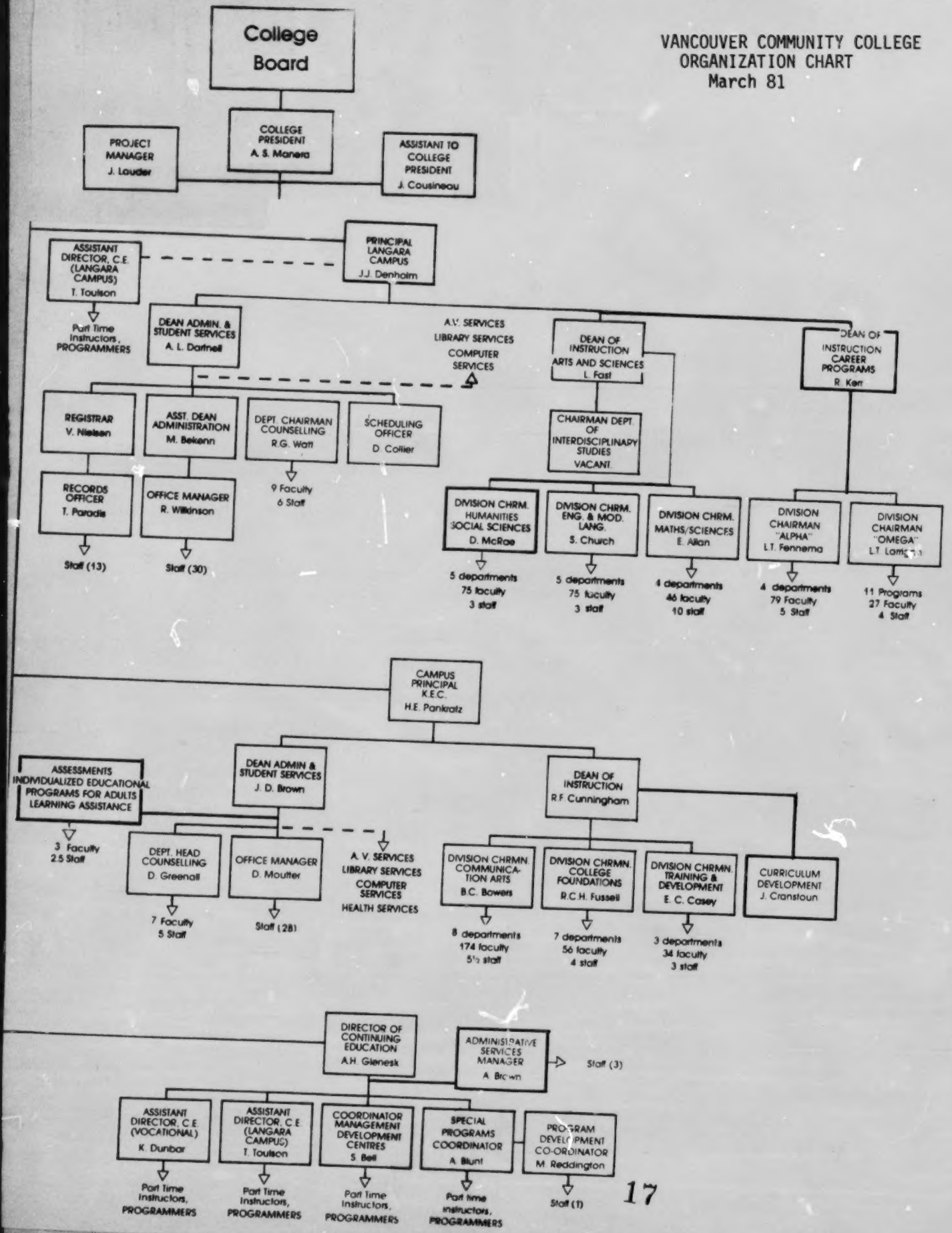
The College-wide organization includes the College Board, the Office of the President, four instructional divisions --- King Edward Campus, Langara Campus, Vancouver Vocational Institute and Continuing Education --- and two service divisions --- Administrative Services and College Resources (see Figure 1).

The College Board --- recently expanded to include eleven members --- provides policy direction to the College. It is legally responsible for the management, administration, and control of College property, revenues, expenditures, business, and other affairs.

VANCOUVER COMMUNITY COLLEGE
ORGANIZATION CHART
March 81



VANCOUVER COMMUNITY COLLEGE
ORGANIZATION CHART
March 81


College Board
PROJECT MANAGER J. Lauder
COLLEGE PRESIDENT A. S. Manera
ASSISTANT TO COLLEGE PRESIDENT J. Cousineau
ASSISTANT DIRECTOR, C.E. (LANGARA CAMPUS) T. Toulson
Part Time Instructors, PROGRAMMERS
PRINCIPAL LANGARA CAMPUS J.J. Denholm
DEAN ADMIN. & STUDENT SERVICES A. L. Dartnell
A.V. SERVICES
LIBRARY SERVICES
COMPUTER SERVICES
DEAN OF INSTRUCTION ARTS AND SCIENCES L. Fast
DEAN OF INSTRUCTION CAREER PROGRAMS R. Kerr
REGISTRAR V. Nielsen
ASST. DEAN ADMINISTRATION M. Bekenn
DEPT. CHAIRMAN COUNSELLING R.G. Watt
SCHEDULING OFFICER D. Collier
CHAIRMAN DEPT OF INTERDISCIPLINARY STUDIES VACANT
RECORDS OFFICER T. Parodis
OFFICE MANAGER R. Wilkinson
9 Faculty
6 Staff
Staff (13)
Staff (30)
DIVISION CHRM. HUMANITIES SOCIAL SCIENCES D. McRae
DIVISION CHRM. ENG. & MOD. LANG. S. Church
DIVISION CHRM. MATHS/SCIENCES E. Allan
DIVISION CHAIRMAN "ALPHA" L.T. Fennema
DIVISION CHAIRMAN "OMEGA" L.T. Lamont
5 departments 75 faculty 3 staff
5 departments 75 faculty 3 staff
4 departments 46 faculty 10 staff
4 departments 79 Faculty 5 Staff
11 Programs 27 Faculty 4 Staff
CAMPUS PRINCIPAL K.E.C. H.E. Pankratz
ASSESSMENTS INDIVIDUALIZED EDUCATIONAL PROGRAMS FOR ADULTS LEARNING ASSISTANCE
DEAN ADMIN & STUDENT SERVICES J. D. Brown
DEAN OF INSTRUCTION R.F. Cunningham
3 Faculty 2.5 Staff
DEPT. HEAD COUNSELLING D. Greenall
OFFICE MANAGER D. Moutter
A. V. SERVICES
LIBRARY SERVICES
COMPUTER SERVICES
HEALTH SERVICES
7 Faculty 5 Staff
Staff (28)
DIVISION CHRMN. COMMUNICATION ARTS B.C. Bowers
DIVISION CHRMN. COLLEGE FOUNDATIONS R.C.H. Fussell
DIVISION CHRMN. TRAINING & DEVELOPMENT E. C. Casey
CURRICULUM DEVELOPMENT J. Cranstoun
8 departments 174 faculty 5½ staff
7 departments 56 faculty 4 staff
3 departments 34 faculty 3 staff
DIRECTOR OF CONTINUING EDUCATION A.H. Glenesk
ADMINISTRATIVE SERVICES MANAGER A. Brown
Staff (3)
ASSISTANT DIRECTOR, C.E. (VOCATIONAL) K. Dunbar
ASSISTANT DIRECTOR, C.E. (LANGARA CAMPUS) T. Toulson
COORDINATOR MANAGEMENT DEVELOPMENT CENTRES S. Bell
SPECIAL PROGRAMS COORDINATOR A. Blunt
PROGRAM DEVELOPMENT CO-ORDINATOR M. Reddington
Part Time Instructors, PROGRAMMERS
Part Time Instructors, PROGRAMMERS
Part Time Instructors, PROGRAMMERS
Part time instructors, PROGRAMMERS
Staff (1)

The President - the Chief Executive Officer and Principal of the College - is responsible to the Board for the supervision and direction of instructional, administrative and other staff. He advises the Board on all matters pertaining to the College's operation and reports annually, or more frequently at the request of the Board, on the progress of the College, including recommendations for the College's benefit and advancement.

Each of Vancouver Community College's three campuses is administered by a Principal responsible to the President for the effective educational and financial operation of his centre. The Continuing Education Division is administered by the Director of Continuing Education.

In Continuing Education, instructional programs are the responsibility of the Assistant Directors and program coordinators. Special projects relating to course development for unique segments of the College's community are the responsibility of the Special Program Coordinator. Administrative matters for the division (such as finance, purchasing, and personnel) are handled by the Administrative Services Manager.

At each College campus, instructional programs (other than those run by Continuing Education) are delivered by several divisions, each of which is headed by a Division Chairman, and administered under the direction of a Dean of Instruction. Campus administrative matters and support services to students (such as Counselling and Financial Aid) are handled at each campus under the direction of a Dean of Administrative and Student Services.

The College's Administrative Services are headed by the Bursar and Director of Administrative Services. In addition to advising the College Board on financial and legal matters, the Bursar is responsible for planning, proposing, and implementing policy and procedures in financial and administrative areas. The Administrative Services Division under his direction consists of five departments administered by directors who are responsible for budget preparation and control, accounting, payroll, personnel and labour relations, facilities maintenance and renovation, computer services, and purchasing.

The College Resources Division consists of four departments: Audiovisual Services, Library Services, Information Services and College Health Services. Coordination and development to ensure effective delivery of these resource services is the responsibility of the Director of College Resources. Audiovisual Services and Information Services are managed by directors. Library Services are delivered at each campus by a campus librarian.

Management of instructional and administrative responsibilities at each campus is handled by a campus management committee or academic council, consisting of senior campus administrators and faculty. Management of college-wide services and policy development is coordinated by an executive committee, consisting of the President, Bursar, Director of College Resources, Director of Continuing Education, and the three campus principals.

Instructional Programs

In 1979/80, the College reported close to 29% of all the instruction delivered in the B.C. college and provincial institute system and annually handles over 60,000 registrations. Instruction is offered in some 100 certificate and diploma programs which can be broadly categorized as follows:

(a) Academic -- longer than one-year programs leading to a College diploma, which may be fully or partially transferable to a B.C. university. Academic programs are not necessarily oriented to provide for university transfer or preparation for employment. They reflect the belief that learning for the sake of learning is worthwhile, and that those who master traditional academic disciplines are better equipped to contribute to, and function in, a society where conditions are in a constant state of change.

(b) Career -- longer than one-year programs leading to certificates or diplomas, some of which may be accepted for transfer by a B.C. university or professional association. Most career programs have, as one of their objectives, preparation for employment.

(c) Vocational -- one-year (or less) programs in specific trades employment skills leading to certificates or providing occupational skills up-grading to people currently employed in the training field. Vocational programs are generally designed to either prepare students for entry into an apprenticeship, prepare them for employment, or upgrade their existing job skills.

(d) Adult Basic Education -- programs of varying duration leading to a College certificate. They are assigned credit at a level preceding College entry. These programs generally are designed to prepare the student for post-secondary education or training, entry to employment, or to provide remedial training.

(e) General Interest -- programs or courses of varying duration, carrying no college credits, offered on a funding recovery basis. They are designed to meet the interests of students not included in any of the above types of programs.

The amount of instruction delivered by the College is measured, most often, in student contact hours (one student contact hour is defined as one hour of scheduled instruction delivered to one student in which an instructor is present and in charge). The College delivers over 8.4 million student contact hours each year, of which approximately 33% are in adult basic education, 31% in vocational, 22% in academic, 11% in career, and 3% in general interest (see Table 1). It is important to note that over 75% of the College's enrolment is part-time (see Table 2). In addition, full-time students at the King Edward Campus are enrolled, in most instances, in programs which are more "part-time" than most academic and vocational programs (in that the programs are of a shorter than average duration).

Various combinations of these types of programs and courses are delivered by each of the College's four instructional centres. Most programs delivered by King Edward Campus are adult basic education. Courses are provided to gain basic skills necessary to enter or re-enter the work force, grade 12 completion for adults, and English language training for those to whom English is an additional or second language.

TABLE 1
Student Contact Hours by Major Program Area
And Instructional Programming Centre
1979/80

Major Program Area	Instructional Programming Centre: King Edward Campus	Langara Campus	Vancouver Vocational Institute	Continuing Education	Total	% of College Total
Academic	-	1,854,224	-	-	1,854,224	22.0
Career	55,301	795,153	-	94,488	944,942	11.2
Vocational	63,774	60,767	2,222,164	249,417	2,596,122	30.9
Adult Basic Education	2,807,277	-	-	-	2,807,277	33.4
General Interest	-	-	-	214,403	214,403	2.6
Total	2,926,352	2,710,144	2,222,164	558,308	8,416,986	100.0
% of College Total	34.8	32.2	26.4	6.6	100.0	

TABLE 2

Distribution of Registrants by Enrollment Status
And Instructional Centre
1979/80

	Full-time	Part-time	Total	% of College Total
King Edward Campus	3,783	17,822	21,599	33.8
Langara Campus	6,212	6,463	12,675	19.8
Vancouver Vocational Institute	4,409	1,814	6,223	9.7
Continuing Education Division	-	23,464	23,464	36.7
Total College	14,404	49,563	63,961	100.0
% of Total	22.5	77.5	100.0	

In addition, the campus offers the pharmacy assistant and homemaker vocational programs and the career music program. More than 6,000 full and part-time students are enrolled at King Edward Campus programs at any one time in the period September through May. Slightly fewer are enrolled throughout the summer months.

Academic arts and science courses, career and vocational programs are offered at the Langara Campus throughout a fourteen hour day. During the period September through April approximately 4,000 students are enrolled in first and second year academic courses and approximately 1,000 in seventeen career and three vocational programs. Several career programs, such as nursing and journalism, and many arts and sciences courses, are also available during the summer. Summer enrolment is approximately 2,000 full-time and part-time students.

The Vancouver Vocational Institute specializes in vocational training in the health business, technical, industrial and service sectors. At any one time throughout the year the Vancouver Vocational Institute enrols more than 2,000 full-time and more than 1200 extension students in programs, which range from intensive, highly specialized short term training for those already employed, to full-time programs of a year's duration. To accommodate its many and varied programs and to meet demand from both students and employers, Vancouver Vocational Institute operates six days a week, all day, through the evening and, in a few programs, around the clock.

TABLE 3

Programs Offered by the College Instructional Centres

1979/80

KING EDWARD CAMPUS:

Adult Basic Education:

- College Foundations
- English Language Training
- Basic Employment Skills Training
- Basic Training for Skill Development
- Basic Job Readiness Training
- Employment Orientation for Women
- Native Employment Skills Training
- Vocational Orientation for the Hearing Impaired
- Vocational Orientation for Youth

Career:

- Music

Vocational:

- Homemaker
- Introductory Homemaker and Institutional Aide
- Paraprofessional Worker for the Deaf
- Pharmacy Assistant

LANGARA CAMPUS:

Arts & Science Divisions

English and Modern Language Division
- English
- French
- German
- Spanish

Mathematics and Science Division
- Biology
- Chemistry
- Physics
- Mathematics, Computer Science and Statistics

LANGARA CAMPUS (cont'd):

Social Science and Humanities Division

- Anthropology
- Art History
- Canadian Studies
- Economics
- Geography
- History
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Sociology
- Women's Studies

Career Division - Alpha

Business Administration
- Accounting
- Business Management
- Data Processing Cooperative Education Program
- Finance and Investment
- Marketing and Sales
- Realty Appraisal
- Small Business Development

Nursing
Physical Education and Recreation
Fine Arts

Career Division - Omega

- Art in Merchandizing
- Court Reporting
- Criminal Justice
- Early Childhood Education
- Food Services Cooperative Education Program
- Journalism
- Library Technician
- Photography Technician

TABLE 3 (CONT'D)

Programs Offered by the College Instructional Centres

1979/80

LANGARA CAMPUS (cont'd)

- Teacher Assistant
- Theatre Arts
- Welfare Aid

VANCOUVER VOCATIONAL INSTITUTE

Service Division

- Baking Industrial
- Baking Options
- Barbering
- Cook Training (12 months)
- Cooking - Chinese Cuisine
- Cook Training - Basic (6 months)
- Manicuring & Facials
- Power Sewing Production
- Shoe Repair
- Waiter/Waitress
- Esthetician
- Security Officer
- Junior Travel Agent
- Hairdressing
- Hairdressing Apprenticeship Year One
- Hairdressing Apprenticeship Year Two

Technical Division

- Auto Body Repair
- Auto Mechanics
- Building Construction
- Diesel Mechanics
- Printing Production
- Power Engineering Technical
- Power & Process Engineering
- Power Engineering General
- Power Engineering Correspondence
- Power Engineering Tutorial
- Welding (10 months)
- Welding Upgrade
- Welding Basic (5 months)
- Machinist

Includes Certificates of Competency in:

- Boiler Operator Class 'A'
- Boiler Operator Class 'B' (High Pressure)
- Boiler Operator Class 'B' (Low Pressure)
- Fourth Class Power Engineer
- Third Class Power Engineer
- Second Class Power Engineer
- First Class Power Engineer

Industrial Division

- Electro Mechanics I (Basic)
- Electro Mechanics II (Advanced)
- Electronics Technician
- T.V. & Radio Technician
- Drafting/Architectural/ Civil/Structural
- Drafting/Architectural/ Process Piping and Materials Handling
- Drafting/Architectural/ Structural Steel
- Electricity and Industrial Electronics

Business and Health Division

Business:

- Merchandising
- Accounting
- Bookkeeping
- Clerk Typist
- Data Entry Operator
- Industrial Records & First Aid
- Legal Stenographer

TABLE 3 (CONT'D)

Programs Offered by the College Instructional Centres

1979/80

VANCOUVER VOCATIONAL INSTITUTE cont'd

- Medical Office Assistant
- Medical Stenographer
- Junior Computer Programmer
- Secretarial
- Word Processing Operator
- Hospital Clerical Worker

Health:

- Dental Assisting
- Dental Assisting Upgrade
- Nursing Aide
- Long-Term Care Resident Aide Upgrade
- Nursing Orderly
- Practical Nursing
- Dental Mechanic Apprenticeship
- Dental Mechanic Upgrade
- Dental Technician Apprenticeship
- Dental Technician Upgrade
- Dental Technician/Mechanic Pre-Apprenticeship

CONTINUING EDUCATION

Career:

- Business Administration
- Downtown Series
- Drafting Certificate
- Electronics Certificate
- Data Processing
- Nursing

Vocational:

- Alcohol Studies
- Automotive
- Building Construction
- Commercial
- Commercial Art
- Communication Arts
- Critical Care
- Data Processing
- Drafting
- Drawing & Painting
- Early Childhood Education
- Electrical
- Engineering
- Movement & Visual Arts
- Printing
- Small Business
- Sports & Recreation
- Other

General Interests

- Arts & Crafts
- Communication Arts
- Languages
- Living Creatively
- Music
- Voice
- Sports & Recreation
- Yoga
- Bilingual Citizenship
- Defensive Driving
- Program for Mentally Retarded Adults
- Summer English Language
- Takudai
- Other

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The Continuing Education division programs include over 1,400 short-term courses in which over 23,000 part-time students register each year. They feature several major program areas: a business administration career program, vocational and career courses, as well as general interest courses. The Management Development Centre, established in 1980, provides business training opportunities in the downtown Vancouver core. Evening courses are held at three centres: the Langara Campus, the Vancouver Vocational Institute and Eric Hamber Centre. The Langara Campus offers primarily general interest courses, Eric Hamber Centre provides business administration courses, and the Vancouver Vocational Institute offers vocational or skill courses. In addition, a variety of short courses conducted in community facilities are offered throughout Vancouver. The Continuing Education fall term begins in early September, the winter term in early January, the spring term in early April and the summer term in mid-June.

The total instruction delivered in each program area, measured by student contact hours, is listed by instructional centre in Table 3.

Instructional Facilities

As noted above, students are served by three major facilities: King Edward Campus, Langara Campus and Vancouver Vocational Institute. In addition, leased and rented facilities are utilized for administration, Continuing Education program development and a variety of short and long term courses and programs.

The King Edward Campus is situated at 2750 Oak Street. The facilities consist of an ex-secondary school gymnasium and cafeteria, converted for instruction, instructional support, student services and administration, and an adjacent temporary building used primarily for instruction. The present accommodation provides marginally adequate space for instruction but is grossly inadequate for support facilities. The present lease expires April 1982 and renewal, until new facilities are completed, is still under discussion with the owner. As well as offering programs on-site, King Edward Campus programs and courses are held at more than 30 centres throughout the city. A small centre has recently been opened at 225 West Eighth Avenue to house the career music program and some adult basic education classes. Other leased, rented or shared facilities, such as the Strathcona Elementary School Primary Annex, the Italian Cultural Centre, several Vancouver Public Library branches and Vancouver neighbourhood community centres, are being used to provide decentralized program delivery.

The Langara Campus, located at 100 West 49th Avenue was constructed in 1970 to house most of the College academic and career programs. The College owns the buildings and land at Langara Campus. In the past, additional facilities have been utilized throughout Vancouver to house Langara's off-campus arts and sciences courses. More recently, because of crowding, career programs such as theatre arts have had to be accommodated in off-campus rental space. The campus was built for 3500 students. Over 5000 are regularly enrolled. Long term off-campus supplementary facilities are being considered to provide for growth and easing of campus crowding.

The Vancouver Vocational Institute, located at 250 West Pender Street, was constructed immediately after World War II to house post-secondary vocational programs developed by the Vancouver School Board. Additional space, adjacent to the original building, has been adapted for vocational training. Vancouver Community College owns the buildings and land at Vancouver Vocational Institute. In addition to this on-site space, rented space at 630 Raymur Street, is being used for the building construction program. Other programs at rented sites are the Chinese cooking program at the Lotus Gardens and the power sewing program at 555 Homer Street.

Continuing Education programs and courses are located in many facilities throughout the city including, as noted above, College facilities at Langara Campus and Vancouver Vocational Institute. In addition to these locations, Continuing Education operates courses in a variety of non-college facilities, including Eric Hamber Secondary School (where most Continuing Education career courses are operated), Vancouver Technical and other Vancouver secondary schools (where some vocational courses are delivered), and several miscellaneous sites, including downtown offices, hospitals, auditoria, community centres and hotels (which are used to deliver all types of Continuing Education courses).

In all, the College presently has approximately 415,000 net square feet in major instructional and administrative facilities which it owns or leases on a long-term basis.

Operating Budget

The operating budget of the College is presently in excess of $35 million per year, 67% of which is for instruction. Instructional services (such as libraries and audio-visual) presently account for less than 6% of the total budget, and student services support for slightly more than 6%. Administrative support accounts for about 8%. Other expenses, such as facilities support and ancillary services, make up the balance of the present budget. As education is generally a "labour intensive" enterprise, over 75% of the College's annual gross budget is for salaries. Of the revenues used to support the College's budget, 87% are provided by the provincial Ministry of Education, 8% are obtained from student tuition fees, and the remainder come from the sale of books, food services, shop fees, etc.

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CHAPTER TWO

INSTITUTIONAL AND MARKET FACTORS AFFECTING THE EDUCATIONAL PLAN

In addition to information used for on-going planning, which occurs within the College through the development and monitoring of budgets and programs, the Educational Plan Committee has drawn heavily on the results of the College's internal institutional evaluation, and the results of a separate review of the relevant external factors, which are likely to change in the next five years. Taken together, this information has been used to identify institutional and market factors influencing the College's plans for the next five years.

Institutional Factors

The College's institutional evaluation, which included comment from faculty, staff, administrators, past and present students, and employers in the community, among others, indicated that the College was generally well regarded by those associated with it. The College, it was noted, provided a wide diversity of easily accessible educational programs consistent with the needs of a broad range of community groups. Most students, past and present, felt positive about the College. The faculty were considered well-qualified and effective. Students viewed them as being concerned, and thought they communicated with students satisfactorily. Services provided by the College secretarial and duplicating personnel were highly regarded. Other strengths included student satisfaction with grading, faculty job satisfaction, and service provided to the community by Continuing Education.

Despite these perceived strengths, all segments of the College agreed major improvement was needed to the physical plant, i.e. space and facilities. Inadequate food services and parking facilities were most often singled out.

There was general dissatisfaction about administrative effectiveness and efficiency within the College, particularly among support staff and administrators at the Regional Offices. Internal communication within the College was a matter of considerable concern.

An external visiting team (comprised largely of educational experts), reviewing the College as part of the Institutional Evaluation, concluded that the College was deficient in instructional support areas, such as library resources and audio-visual services. This was confirmed by subsequent budget and services analysis. The team also underlined the need for an operational plan regarding the future of the College and its structure.

Members of the community surveyed indicated they would like more information about the College, and respondents within the College indicated they would like more support from the community. It was agreed the College needs to raise its public profile.

Counselling services, particularly the dissemination of information about employment opportunities, financial assistance, and program, course and career choices, were seen as needing improvement.

Support staff expressed dissatisfaction with administrators, promotion opportunities, wages, and involvement with decision-making.

The role played by advisory committees was decidedly unsatisfactory. Other items seen as needing improvement included evaluation of administrators, planning, selection of the College Board and student government. Details of the steps being taken by the College to address the problems and needs pointed out by the institutional evaluation team are set out in Appendix II of this report. Action has been initiated to resolve virtually all problem areas in so far as the present resources of the College allow.

Market Factors

An analysis conducted by the Educational Plan Committee suggests that several aspects of the demographic, economic, and educational settings in which the College operates are likely to change in the next five years. The highlights are summarized as follows.

I THE DEMOGRAPHIC SETTING

While the total Lower Mainland population will continue to increase through 1985, Vancouver's population will continue to decline as a proportion of the total. Vancouver Community College, as a result, will serve a regional community with varying rates of population growth, and steadily projected increase. Therefore, existing courses and programs will serve a larger population base. This trend will be reinforced by an anticipated increase in the number of people commuting into the city to work.

In addition, Vancouver will continue to have an age mean differing from that of the remainder of the Lower Mainland. The average age of the city's population will be higher than that of the region as a whole, with the average age continuing to rise.

As a reflection of the population's age structure, the proportion of "home-bound" individuals who are aged, in long-term care, institutionalized, etc., will continue to increase.

The population of Vancouver is unique in the province in its ethnic diversity and mix of educational levels. English is a second language for over 30% of the city's adult population, compared with less than 15% in the rest of British Columbia. In addition, the Vancouver population includes 30% of all the adults in the Province with less than a grade five education and, at the same time, includes a greater proportion of adults with some post secondary training (39%) than the rest of the province (33%). In the next five years, the city will continue to be ethnically diverse (although the proportion of recent immigrants is likely to decline), to include many adults with less than a grade five education, resulting in a unique mix of educational levels.

The combined effects of changes in lifestyle, household size, and land and construction prices of housing will result in a continued trend towards smaller homes and apartment dwellings and a steadily increasing number of single person and non-family households. These trends, together with a continued improvement in the population's overall educational level, will heighten interest in education as a leisure pursuit. In addition, urban residents rely increasingly on public amenities for recreation and social interaction. This is expected to continue.

II THE ECONOMIC SETTING

Sectors such as trade and transportation, communications, finance, insurance, real estate, health, education, and business will increasingly dominate the city's economic structure. In addition, the number of people commuting into the city from outlying suburbs will continue to grow, further increasing the extent to which the College serves communities beyond the city boundaries. Female labour force participation rates will continue to grow, particularly in the skilled employment sectors.

A number of unique features of the economic setting in which the College operates are not expected to change dramatically but should be noted nonetheless. The city will continue to act as the principal financial, service, and business centre of the Lower Mainland. Although the unemployment rate of youth is expected to decline in the city and its immediate suburbs, there will continue to be underemployment among recent entrants to the labour force. Lastly, transportation patterns and levels will remain relatively unchanged throughout the city and its adjacent areas in the next five years.

III THE EDUCATIONAL SETTING

In response to the area's continued primary role as the provincial population and economic centre, the Lower Mainland will continue to be the location of the majority of provincial post-secondary educational institutions, many of which have perceived parallel and/or overlapping responsibilities.

The numbers of students leaving secondary school to continue their education will decline in the Burnaby and Vancouver school districts. However, the age distribution of the College student population is such that the anticipated decline will have no major impact on College enrolment, particularly at King Edward Campus and the Vancouver Vocational Institute. For example, over 55% of King Edward Campus students and over 45% of Vancouver Vocational Institute students are at least twenty-five years old. In addition, over 45% of King Edward Campus students and over 30% of Vancouver Vocational Institute students have been away from school for five years or more before enrolling at the College.

Enrolment declines in the school system will affect the availability of College facilities, increasing the amount of public school space available to the College for off-campus outreach programs, particularly for adult basic education and Career programs.

The types of students entering the College will remain essentially unchanged. The College's student population will continue to come from sections of the city where participation rates in post-secondary education are below the city average. In addition, in academic programs, the entering high school grade point averages of Vancouver Community College students will continue to be lower than those for direct entry students at universities. In short, the College will continue to play a role in providing access to post-secondary training for students who are socially, economically or academically disadvantaged.

Demand for occupationally related programs will continue to grow. Presently, at the Vancouver Vocational Institute alone, the average waiting time for a student wanting access to full-time training is two and a half years in 60% of the programs. Anticipated continued growth in occupationally related educational programs will have a spin-off effect on the demand for adult basic education and remedial instruction.

It is anticipated that current trends towards additional part-time, older, and female students will continue to highlight the shifts in the composition of student population.

CHAPTER THREE

VANCOUVER COMMUNITY COLLEGE GOALS FOR THE '80s

In order to crystallize thinking within the College community as to what it is that the College is attempting to achieve through its operations, the Educational Plan Committee reviewed earlier statements of the College mission, goals, and objectives and Ministry of Education guidelines. These, together with an assessment of the College's present 'state-of-the-art', were used to develop goals. The result of this effort is nine College goals relating to the range of College programs, program quality, accessibility, structure, decision-making, communication, community relations, support resources, and accountability. They are described as follows:

GOAL 1 -- RANGE OF COLLEGE PROGRAMS

Vancouver Community College has a commitment and an acknowledged obligation to provide, within available resources, a comprehensive range of educational programs responding to the particular, differing, and valid educational and training needs of adults in the community. Specifically it will:

1.1 assess community educational needs on a systematic and on-going basis;

1.2 provide educational programs which enable students to eliminate basic educational deficiencies and/or prepare students for further educational opportunities within the College;

1.3 provide educational programs directed toward skill development for employment;

1.4 provide educational programs enabling students to continue education through a variety of programs which enhance employment opportunities, and provide personal enrichment or professional upgrading; and,

1.5 provide educational programs for continued skill development or to facilitate transfer to other colleges, institutes or universities.

GOAL 2 -- PROGRAM QUALITY

Vancouver Community College will act to ensure that the quality of its educational programs is maintained and enhanced. Specifically, it will:

2.1 develop its systems further for the evaluation, modification and improvement of educational programs.

2.2 incorporate appropriate instruction in communication skills in all programs of instruction.

GOAL 3 -- ACCESSIBILITY

Vancouver Community College will develop and utilize systems to optimize student access to educational programs by minimizing economic, social, and other identified barriers. Specifically, it will:

3.1 develop and maintain, within available resources, an open admissions policy; students will be assisted in meeting training and educational entrance requirements or such external requirements as may from time to time apply;

3.2 provide to the extent allowed by its resources, educational programs which assist members of the community in overcoming geographic and time constraints and differing rates and styles of learning;

3.3 facilitate transfer of students from other sources, including other post-secondary institutions, for further education or continued skill development;

3.4 provide comprehensive counselling and other students services which support access to the College; and,

3.5 endeavour to determine ways and means to enhance systems supporting educational accessibility.

GOAL 4 -- ORGANIZATIONAL STRUCTURE

Vancouver Community College will maintain an organizational structure supporting effective delivery of educational programs which is capable of adapting to meet changes in the community's educational needs. Specifically, it will:

4.1 maintain and strengthen the College's involvement in the community through its component educational centres in their various locations;

4.2 maintain and strengthen the identities of its component educational centres as units of Vancouver Community College;

4.3 be flexible in the diversification of offerings at its educational centres in keeping with changing community needs and within available resources; and,

4.4 ensure that the quality and quantity of administrative services are adequate to achieve College goals.

GOAL 5 -- DECISION-MAKING

Vancouver Community College will encourage participation by community and internal constituencies in College affairs and decision-making. Specifically, it will:

5.1 establish and maintain the appropriate advisory bodies necessary to support effective communication and decision-making by College constituencies; and,

5.2 further develop systems of communications to facilitate the flow of information among the College internal constituencies to support informed decision making.

GOAL 6 -- COMMUNICATION

Vancouver Community College will interpret its role to the community at large, and actively involve itself in, and inform itself of, that community. Specifically, it will:

6.1 improve relationships with the community and its leaders, government, and business, as well as other types of organizations in order to exchange information in a co-operative and collaborative manner; and,

6.2 maintain co-operative and collaborative relationships with other educational institutions in order to better understand the educational needs of the community at large.

GOAL 7 -- COMMUNITY RELATIONS

Vancouver Community College will endeavour to act as a centre of community life through encouraging the community to use College resources and services. Specifically, it will:

7.1 develop the College's role in providing for community use of its resources and services; and,

7.2 assess the provision of resources for community use in light of unmet needs, and act to meet those needs which complement effective learning.

GOAL 8 -- SUPPORT RESOURCES

Vancouver Community College will provide the quality and quantity of support resources necessary to facilitate and enhance effective learning. Specifically, it will:

8.1 provide a range of learning environments which facilitate the implementation of a variety of educational program delivery methods;

8.2 plan for and provide physical resources through which effective learning can take place;

8.3 provide a comprehensive range of student services supporting the student entering, enrolled in, and leaving the College;

8.4 provide instructional and learning resources which support effective learning; and,

8.5 provide and develop faculty, staff, and administrative competencies required for effective learning.

GOAL 9 -- PLANNING AND ACCOUNTABILITY

Vancouver Community College will be accountable to its community, as represented by the College Board, and to the Ministry of Education for the effective operational achievement of its goals. Specifically, it will:

9.1 articulate and integrate existing systems and procedures which facilitate College accountability;

9.2 develop and implement a long-term plan for the period 1980 to 1985 and a process for annual plan evaluation and update;

9.3 undertake institutional evaluation on a regular basis and act on the findings of that evaluation;

9.4 develop further its five-year budget forecast and annual budget review process; and,

9.5 undertake to develop further the format of its annual report through which measures of accountability can be expressed.

CHAPTER FOUR

VANCOUVER COMMUNITY COLLEGE IN THE FUTURE

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The College, during the next five years, will attempt to improve in areas identified in its institutional evaluation and, at the same time, make adjustments in its programs and support services to meet anticipated shifts in the nature of its market. The College's educational plan may be described in terms of the plans for its program emphasis and the modes of delivery, instructional and student support services, organizational setting, facilities, budget, and planning. As described, each of the actions planned relates to one or more of the College goals developed by the Educational Plan Committee.

INSTRUCTIONAL PROGRAMS

During the next five years, in summary, the College plans to increase its program capacities to meet the demands of an increasing population which will have growing interest in education, particularly in those program areas which support employment in the service and related sectors of the city's economy. Interest, too, will grow in methods of program delivery that allow employment to continue while further education is undertaken.

Vancouver Community College's educational programs will be developed further to meet these increasing interests and to meet the needs of a student population which will be older, more in need of basic educational skills and made up of an increasing percentage of women.

Thus the College will increase the amount of direct and indirect remedial instruction for students who wish to enrol, or are already enrolled, in courses at the College or at other Lower Mainland post-secondary institutions. This remedial instruction will support, in part, an increase in vocational and career instruction delivered by the College as it improves its capacity and ability to identify and respond to employers' and employees' training needs. Increased instruction in communication skills will also support expanded vocational and career instruction as further emphasis is placed on this fundamental skill. Expansion of career programs will result in small increases in arts and science enrolments, as most career programs require some such courses for completion. Finally, increasing emphasis will be placed on individualized instruction both within programs and as special activities to assist those students with learning difficulties or needs.

In further detail, vocational programs at the Vancouver Vocational Institute will increase enrolment during the next five years. Such business programs as accounting, book-keeping and clerk typist, legal stenographer, medical stenographer and secretarial training, with large enrolments at present, will increase student training by 50%. Over 200,000 annual student contact hours will be added to those programs. Other smaller programs are projected to increase by even greater percentages. Merchandizing, printing production, baking and electro-mechanics (advanced) programs will each increase training capacity significantly. Enrolment for the merchandizing program is expected to grow by 214%. Health programs will be expanded also. Dental assisting, dental technician/mechanic and nursing aide programs are to double student capacity.

Also, in order to meet identified employment needs, there are plans to introduce a number of additional programs at the Vancouver Vocational Institute serving the hospitality industry and health services.

Vocational programs also will be the focus of a major expansion in credit extension enrolment. The number of "insert upgrading" vocational students (i.e. full-time upgrading students who can be inserted into vacant instructional seats where other students have withdrawn) will increase as the concept is introduced into additional programs. Of the present sixty-two vocational programs offered at the Vancouver Vocational Institute, thirty will train insert upgrading students. Almost all business programs, several health programs, as well as several industrial, technical and service division programs will be accepting waiting students to fill these insert spaces.

Additional extension programming will also be created in existing full-time vocational programs to meet increased part-time student demand. At Vancouver Vocational Institute the projected increase in student contact hours will be accompanied by an increase of more than 65% in the number of registered students as a direct result of programming revisions made to accommodate more part-time extension students.

The variety of adult basic education programs provided through the King Edward Campus will be increasingly emphasized. Included are courses to the grade 12 level for both full and part-time students, to prepare them for further education, training, entry or re-entry into the work force. Also included are special classes in life skills and job search skills and numerous English language training classes aimed at the student for whom English is an additional language. In the period 1980/81 to 1985/86 an increase of over 55% in annual student contact hours is planned for in this latter program.

Programs, whose objective is direct entry to employment, such as the homemaker, introductory homemaker and institution aide, para-professional worker for the deaf and the pharmacy assistant, will be expanded to meet an increasing demand for graduates. In addition, the program for the deaf is to be supplemented with one for the visually impaired.

Langara Campus, in response to pressure to accommodate more students in the career and vocational areas will be developing further its programs in the business and health services. Enrolment increases will be a consequence of conversion of the data processing program to the co-operative education mode and, through the next five years, conversion of such other programs as marketing and sales, realty appraisal, finance and investment, journalism and accounting to that mode. A forty percent increase in student contact hours is projected in the nursing program through new provisions for further access by licensed practical nurses and further development of post-basic nursing training. Several new programs, including business management, general insurance and community and regional planning, are planned for the next five years.

Arts and sciences, at present 65% of the instruction at Langara Campus, will undergo both changes and additions. Some changes will occur in response to changing subject emphasis at the universities so that the student may transfer credits as easily as possible. Other changes and additions will occur in support of career programs and still others will result from subject area growth and adaptation to new knowledge. Increasing emphasis will be placed on the quality of instruction and on student competence in the English language.

Modest increases are planned in the student contact hours in programs and courses presented by Continuing Education. However, major changes in programming characteristics are underway to meet better the changing demography and economic trends of Vancouver.

Part-time short courses, developed to meet special continuing educational needs, are being emphasized and will be emphasized further as instructional space becomes available. Shifts in emphasis will include growth in business related offerings of the Management Development Centre in the Vancouver Downtown core. Additional vocational courses in trades training and health sciences will be developed and offered and the variety of general interest programs will be adjusted continuously to meet community demand.

Finally, in addition to these shifts in the amount of instruction delivered, some revisions, alluded to above, are anticipated in the modes of delivery in a number of programs. These changes in delivery will meet the educational needs of an increasing number of people within the College's region who will be unable or unwilling to attend a regular College program. In addition they will meet increased demands from industries serviced by the College for graduates who have had some work experience as a part of their training. Instruction delivered by television, using programs which have been developed both within and outside the College, are being tested and additional correspondence courses, particularly in vocational programs, will be developed. The potential for expanding the limited number of "co-operative education programs" (i.e. those which include paid work experience segments as a part of the instructional program) will be further assessed and additional vocational and career programs will be converted. The effects of these changes and the increases detailed above will result in growth of student enrolment at each of the instructional centres.

In the following table, the growth in enrolment at each centre is shown as a percentage of the 1980/81 levels of instruction. Annual student contact hours are used as basis of measuring the increases. In addition to on-going College programs, temporary funded courses, formerly called request for additional courses (RAC), are included in the estimates. The major increases in student instruction, in 1981/82 for Langara Campus, in 1982/83 for Vancouver Vocational Institute, and in 1983/84 for King Edward Campus and Vancouver Vocational Institute reflect the availability of additional instructional space. Further details of the increases appear in Appendix IV.

TABLE 4

Normalized
Enrolment Projections Based on Student Contact
Hours by Instructional Centre
1980 - 1985*

	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86
King Edward Campus	100.0%	106.8	111.3	126.6	132.9	141.0
Langara Campus	100.0	111.8	113.5	115.1	116.9	118.7
Vancouver Vocational Institute	100.0	105.3	129.2	138.4	142.7	142.7
Continuing Education	100.0	98.7	100.3	102.4	102.7	104.6
	100.0%	107.6	116.6	125.2	129.3	132.8
Continuing Education Registrants**	100.0%	108.7	117.4	125.2	135.7	141.7

* Source: Vancouver Community College, Five Year Budget Forecast, 1980

** In addition to students whose course work with Continuing Education can be counted in student contact hours, many Continuing Education students are enrolled in seminars, workshops and other types of unsegmented programs. These students are counted separately as registrants. (See Appendix IV for details)

INSTRUCTIONAL AND STUDENT SUPPORT SERVICES

The combined effects of these anticipated program expansions and shifts in emphasis will significantly affect demands placed on the College's support services. Every person instructed by the College creates a set of additional administrative and support service demands which must be met if students attracted to the College are, for instance, to be registered, counselled, and issued transcripts. The demands on, among other things, counselling and financial aid services - areas which have been historically underdeveloped - will be compounded by anticipated growth in the number of students. Expansion in student support and related administrative service areas is expected to outpace anticipated expansions in College enrolment.

Demands on instructional support services such as library, information and audiovisual services will be similarly affected, as part-time enrolments increase and as delivery methods are expanded in variety and number. The range of books, periodicals, audiotapes, training kits and audiovisual equipment and services will increase to meet the needs of greater numbers of students. Anticipated additional remedial instruction will be supported by acquiring more problem-specific learning materials and related equipment. Information services, including communications with future students, will be particularly affected by the projected changes in College programs. Expansion of remedial, special group and part-time education will result in increased demands upon College information services as the College attempts to reach groups who depend less upon traditional forms of communication (such as newspaper advertisements). Course description flyers, calendar information, brochures, newspaper, radio and television advertising and direct contact with representative community groups, in cooperation with instructional departments, will all receive further emphasis as the hard-to-reach student plays a larger role in College instruction. The demands for instructional support services, another area which has been historically underdeveloped, will increase as a result of anticipated general enrolment growth, but in particular as a result of increased remedial instruction and continued growth in part-time enrolment.

The administrative support to meet anticipated growth in student and instructional support areas will be assisted in the next five years by the introduction of on-line administrative computer systems and the introduction of word processing. Some expansion of instructional computer facilities is also contemplated.

ORGANIZATIONAL SETTING

To ensure the changes in instructional programming and in support services occur in an organization that is as efficient and effective as it might be, internal procedures for regular evaluation of all College employees are being developed and implemented. The evaluation procedures include processes for support of employee development, including a College-wide program of supervisor training. In addition, internal procedures for the selection of administrators are being improved.

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Changes are being made in the College decision-making and related processes to improve internal communication, the orientation of new employees and the description of staff, faculty and administrative roles and responsibilites. Special attention is being paid to the effective use of program advisory committees (utilized to provide career and industry information and advice in the design and continuous adaptation of occupational programs offered by the College). Steps are being taken also to introduce systems for regular and formal evaluations of all College instructional programs. A formal career and vocational program evaluation system will be introduced in 1981.

Detailed information about the aspects of the College plan relating to internal actions appear in Appendix B.

INSTRUCTIONAL FACILITIES

Shortages of space for instruction and required support services will be a major area addressed in the next five years. As a consequence of analysis of space requirements, the College Board has approved a facilities development plan for the College which, by 1984, will see the face and capacity of the College's three campuses substantially revised. In general, space for instructional and student support services (such as counselling and library services) will be substantially increased at all three of the main College facilities. Additional space is included in the King Edward Campus (to be relocated with the construction of a new campus on East Broadway) for expanded adult basic education and vocational programs, and renovations to the Vancouver Vocational Institute will accommodate substantially increased vocational enrolment. Expansions in career programs at Langara Campus, generally speaking, will be accommodated in off-campus space which, in turn, will create additional space for the academic instruction required to support most career programs. A summary of the planned expansions is provided in Table 5.

Revisions and additions to the three main campuses will give the College an additional 284,246 square feet, 43% of which will be for instructional support and related administrative services. Of the approximately 162,000 square feet of additional instructional space, 91% will be to support expanded enrolments in vocational and adult basic education programs. The College plans to initiate the new construction and renovations envisaged at the Langara Campus as soon as approvals of funding are received. The new King Edward Campus will be completed by September 1982, and the Vancouver Vocational Institute by August 1983. Ministry of Education and related outside agency approvals have been obtained for

TABLE 5

A Summary of the Facilities Expansion Plan by Centre

	Existing Net Square Feet *	% Increase to be Provided
King Edward Campus	104,888	84.3
Langara Campus	154,143	38.9
Vancouver Vocational Institute	139,000	100.0
Continuing Education **	1,535	269.1
Central Administration **	12,000	5.0
Off-Campus long-term Leases ***	41,439	60.3
TOTALS:	453,005	56.9

* includes all the existing square footage for instructional programs to be incorporated into the site as part of the facilities plan.

** to be incorporated into the new King Edward Campus building to be located on East Broadway.

*** includes Raymur and Homer Street facilities and the Mount Pleasant Centre. Expansion is related to Langara Campus career programs.

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the King Edward Campus and Vancouver Vocational Institute facilities plans. Funding approval for the Langara Campus portion is anticipated. It is also anticipated that an additional 25,000 square feet will be acquired through long-term leases to accommodate expanded off-campus career programs. The overall increase in space will result in some increases in facilities-related operating costs.

OPERATING BUDGET

In light of the above anticipated actions, the College is projecting an overall increase in its operating budget in the order of 44% in constant dollars (see Table 6) for the next five years. Increased costs in regular instruction and community services reflect anticipated expansion of College programs, particularly in the areas noted above, and the projected effects of salary increments, particularly at the King Edward Campus. Instructional support and student Services will account for higher than average percentage increases in College expenditures, reflecting the College's plan to improve the base of its services in these areas and to upgrade them to meet additional demands resulting from shifts in program mix and the student composition over the next five years. The effect of the facilities expansion to accommodate these anticipated revisions and the resulting anticipated administrative demands account for the remainder of the projected increase in expenditures. A comparison of the growth anticipated in selected areas of the College budget, facilities and support services is provided in Figure 2. The actual expenditures incurred will of course depend on specific policies adopted by the Ministry of Education, the Canadian Employment and Immigration Commission and the College Board.

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TABLE 6

Projected Increases in Gross Operating Expenditures and Debt Servicing by Area of Expenditure to 1985/86*

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Source: Vancouver Community College Five Year Operating Budget Forecast. January 31, 1981

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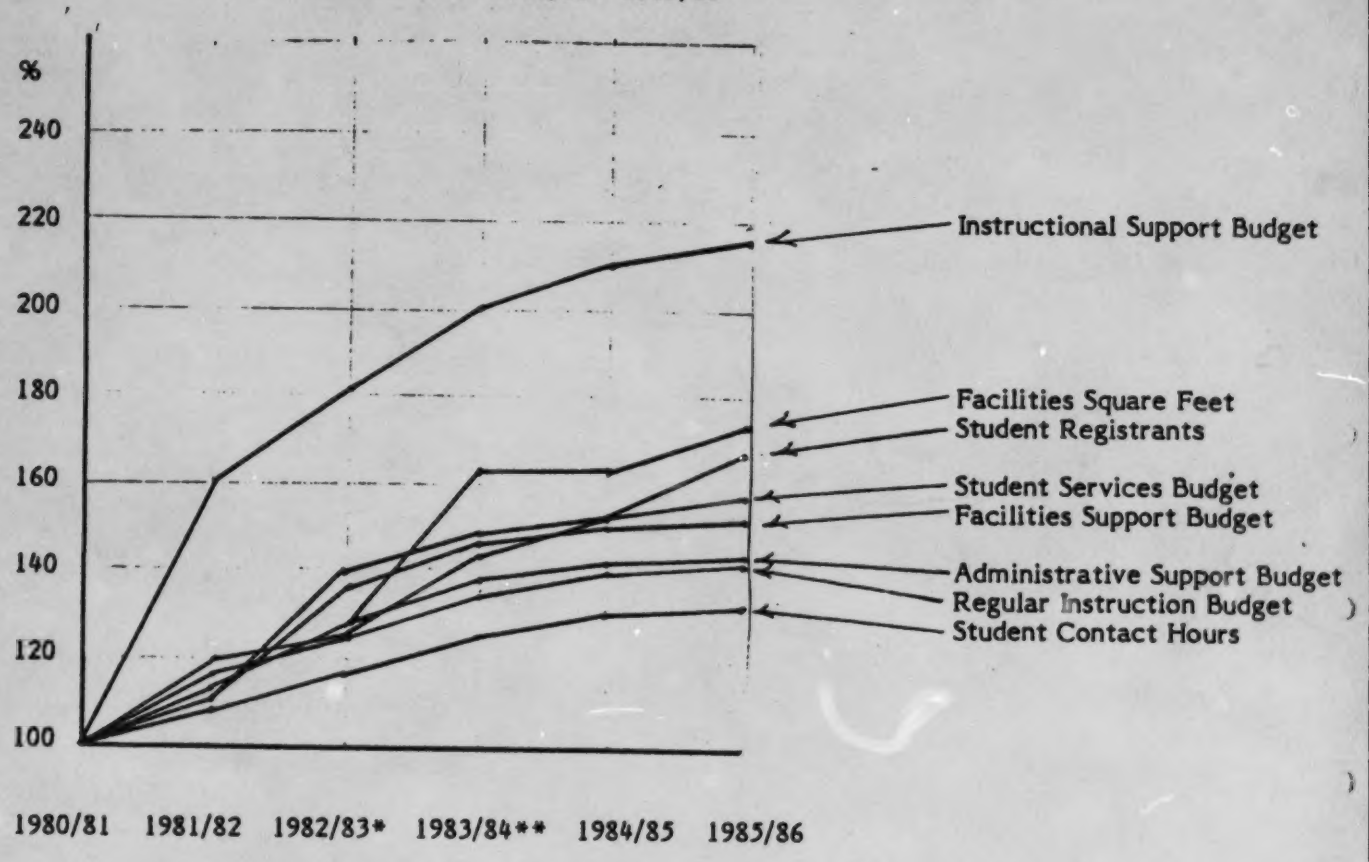
FIGURE 2

Anticipated Growth in Student Contact Hours,
Registration, Space and Selected Operating Expenditures
1980/81 - 1985/86



* New King Edward Campus facilities available
** Vancouver Vocational Institute facilities increased

CHAPTER THREE

VANCOUVER COMMUNITY COLLEGE GOALS FOR THE '80s

In order to crystallize thinking within the College community as to what it is that the College is attempting to achieve through its operations, the Educational Plan Committee reviewed earlier statements of the College mission, goals, and objectives and Ministry of Education guidelines. These, together with an assessment of the College's present 'state-of-the-art', were used to develop goals. The result of this effort is nine College goals relating to the range of College programs, program quality, accessibility, structure, decision-making, communication, community relations, support resources, and accountability. They are described as follows:

GOAL 1 -- RANGE OF COLLEGE PROGRAMS

Vancouver Community College has a commitment and an acknowledged obligation to provide, within available resources, a comprehensive range of educational programs responding to the particular, differing, and valid educational and training needs of adults in the community. Specifically it will:

1.1 assess community educational needs on a systematic and on-going basis;

1.2 provide educational programs which enable students to eliminate basic educational deficiencies and/or prepare students for further educational opportunities within the College;

1.3 provide educational programs directed toward skill development for employment;

1.4 provide educational programs enabling students to continue education through a variety of programs which enhance employment opportunities, and provide personal enrichment or professional upgrading; and,

1.5 provide educational programs for continued skill development or to facilitate transfer to other colleges, institutes or universities.

GOAL 2 -- PROGRAM QUALITY

Vancouver Community College will act to ensure that the quality of its educational programs is maintained and enhanced. Specifically, it will:

2.1 develop its systems further for the evaluation, modification and improvement of educational programs.

2.2 incorporate appropriate instruction in communication skills in all programs of instruction.

GOAL 3 -- ACCESSIBILITY

Vancouver Community College will develop and utilize systems to optimize student access to educational programs by minimizing economic, social, and other identified barriers. Specifically, it will:

3.1 develop and maintain, within available resources, an open admissions policy; students will be assisted in meeting training and educational entrance requirements or such external requirements as may from time to time apply;

3.2 provide to the extent allowed by its resources, educational programs which assist members of the community in overcoming geographic and time constraints and differing rates and styles of learning;

3.3 facilitate transfer of students from other sources, including other post-secondary institutions, for further education or continued skill development;

3.4 provide comprehensive counselling and other students services which support access to the College; and,

3.5 endeavour to determine ways and means to enhance systems supporting educational accessibility.

GOAL 4 -- ORGANIZATIONAL STRUCTURE

Vancouver Community College will maintain an organizational structure supporting effective delivery of educational programs which is capable of adapting to meet changes in the community's educational needs. Specifically, it will:

4.1 maintain and strengthen the College's involvement in the community through its component educational centres in their various locations;

4.2 maintain and strengthen the identities of its component educational centres as units of Vancouver Community College;

4.3 be flexible in the diversification of offerings at its educational centres in keeping with changing community needs and within available resources; and,

4.4 ensure that the quality and quantity of administrative services are adequate to achieve College goals.

GOAL 5 -- DECISION-MAKING

Vancouver Community College will encourage participation by community and internal constituencies in College affairs and decision-making. Specifically, it will:

5.1 establish and maintain the appropriate advisory bodies necessary to support effective communication and decision-making by College constituencies; and,

5.2 further develop systems of communications to facilitate the flow of information among the College internal constituencies to support informed decision making.

GOAL 6 -- COMMUNICATION

Vancouver Community College will interpret its role to the community at large, and actively involve itself in, and inform itself of, that community. Specifically, it will:

6.1 improve relationships with the community and its leaders, government, and business, as well as other types of organizations in order to exchange information in a co-operative and collaborative manner; and,

6.2 maintain co-operative and collaborative relationships with other educational institutions in order to better understand the educational needs of the community at large.

GOAL 7 -- COMMUNITY RELATIONS

Vancouver Community College will endeavour to act as a centre of community life through encouraging the community to use College resources and services. Specifically, it will:

7.1 develop the College's role in providing for community use of its resources and services; and,

7.2 assess the provision of resources for community use in light of unmet needs, and act to meet those needs which complement effective learning.

GOAL 8 -- SUPPORT RESOURCES

Vancouver Community College will provide the quality and quantity of support resources necessary to facilitate and enhance effective learning. Specifically, it will:

8.1 provide a range of learning environments which facilitate the implementation of a variety of educational program delivery methods;

8.2 plan for and provide physical resources through which effective learning can take place;

8.3 provide a comprehensive range of student services supporting the student entering, enrolled in, and leaving the College;

8.4 provide instructional and learning resources which support effective learning; and,

8.5 provide and develop faculty, staff, and administrative competencies required for effective learning.

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GOAL 9 -- PLANNING AND ACCOUNTABILITY

Vancouver Community College will be accountable to its community, as represented by the College Board, and to the Ministry of Education for the effective operational achievement of its goals. Specifically, it will:

9.1 articulate and integrate existing systems and procedures which facilitate College accountability;

9.2 develop and implement a long-term plan for the period 1980 to 1985 and a process for annual plan evaluation and update;

9.3 undertake institutional evaluation on a regular basis and act on the findings of that evaluation;

9.4 develop further its five-year budget forecast and annual budget review process; and,

9.5 undertake to develop further the format of its annual report through which measures of accountability can be expressed.

CHAPTER FOUR

VANCOUVER COMMUNITY COLLEGE IN THE FUTURE

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The College, during the next five years, will attempt to improve in areas identified in its institutional evaluation and, at the same time, make adjustments in its programs and support services to meet anticipated shifts in the nature of its market. The College's educational plan may be described in terms of the plans for its program emphasis and the modes of delivery, instructional and student support services, organizational setting, facilities, budget, and planning. As described, each of the actions planned relates to one or more of the College goals developed by the Educational Plan Committee.

INSTRUCTIONAL PROGRAMS

During the next five years, in summary, the College plans to increase its program capacities to meet the demands of an increasing population which will have growing interest in education, particularly in those program areas which support employment in the service and related sectors of the city's economy. Interest, too, will grow in methods of program delivery that allow employment to continue while further education is undertaken.

Vancouver Community College's educational programs will be developed further to meet these increasing interests and to meet the needs of a student population which will be older, more in need of basic educational skills and made up of an increasing percentage of women.

Thus the College will increase the amount of direct and indirect remedial instruction for students who wish to enrol, or are already enrolled, in courses at the College or at other Lower Mainland post-secondary institutions. This remedial instruction will support, in part, an increase in vocational and career instruction delivered by the College as it improves its capacity and ability to identify and respond to employers' and employees' training needs. Increased instruction in communication skills will also support expanded vocational and career instruction as further emphasis is placed on this fundamental skill. Expansion of career programs will result in small increases in arts and science enrolments, as most career programs require some such courses for completion. Finally, increasing emphasis will be placed on individualized instruction both within programs and as special activities to assist those students with learning difficulties or needs.

In further detail, vocational programs at the Vancouver Vocational Institute will increase enrolment during the next five years. Such business programs as accounting, book-keeping and clerk typist, legal stenographer, medical stenographer and secretarial training, with large enrolments at present, will increase student training by 50%. Over 200,000 annual student contact hours will be added to those programs. Other smaller programs are projected to increase by even greater percentages. Merchandizing, printing production, baking and electro-mechanics (advanced) programs will each increase training capacity significantly. Enrolment for the merchandizing program is expected to grow by 214%. Health programs will be expanded also. Dental assisting, dental technician/mechanic and nursing aide programs are to double student capacity.

Also, in order to meet identified employment needs, there are plans to introduce a number of additional programs at the Vancouver Vocational Institute serving the hospitality industry and health services.

Vocational programs also will be the focus of a major expansion in credit extension enrolment. The number of "insert upgrading" vocational students (i.e. full-time upgrading students who can be inserted into vacant instructional seats where other students have withdrawn) will increase as the concept is introduced into additional programs. Of the present sixty-two vocational programs offered at the Vancouver Vocational Institute, thirty will train insert upgrading students. Almost all business programs, several health programs, as well as several industrial, technical and service division programs will be accepting waiting students to fill these insert spaces.

Additional extension programming will also be created in existing full-time vocational programs to meet increased part-time student demand. At Vancouver Vocational Institute the projected increase in student contact hours will be accompanied by an increase of more than 65% in the number of registered students as a direct result of programming revisions made to accommodate more part-time extension students.

The variety of adult basic education programs provided through the King Edward Campus will be increasingly emphasized. Included are courses to the grade 12 level for both full and part-time students, to prepare them for further education, training, entry or re-entry into the work force. Also included are special classes in life skills and job search skills and numerous English language training classes aimed at the student for whom English is an additional language. In the period 1980/81 to 1985/86 an increase of over 55% in annual student contact hours is planned for in this latter program.

Programs, whose objective is direct entry to employment, such as the homemaker, introductory homemaker and institution aide, para-professional worker for the deaf and the pharmacy assistant, will be expanded to meet an increasing demand for graduates. In addition, the program for the deaf is to be supplemented with one for the visually impaired.

Langara Campus, in response to pressure to accommodate more students in the career and vocational areas will be developing further its programs in the business and health services. Enrolment increases will be a consequence of conversion of the data processing program to the co-operative education mode and, through the next five years, conversion of such other programs as marketing and sales, realty appraisal, finance and investment, journalism and accounting to that mode. A forty percent increase in student contact hours is projected in the nursing program through new provisions for further access by licensed practical nurses and further development of post-basic nursing training. Several new programs, including business management, general insurance and community and regional planning, are planned for the next five years.

Arts and sciences, at present 65% of the instruction at Langara Campus, will undergo both changes and additions. Some changes will occur in response to changing subject emphasis at the universities so that the student may transfer credits as easily as possible. Other changes and additions will occur in support of career programs and still others will result from subject area growth and adaptation to new knowledge. Increasing emphasis will be placed on the quality of instruction and on student competence in the English language.

Modest increases are planned in the student contact hours in programs and courses presented by Continuing Education. However, major changes in programming characteristics are underway to meet better the changing demography and economic trends of Vancouver.

Part-time short courses, developed to meet special continuing educational needs, are being emphasized and will be emphasized further as instructional space becomes available. Shifts in emphasis will include growth in business related offerings of the Management Development Centre in the Vancouver Downtown core. Additional vocational courses in trades training and health sciences will be developed and offered and the variety of general interest programs will be adjusted continuously to meet community demand.

Finally, in addition to these shifts in the amount of instruction delivered, some revisions, alluded to above, are anticipated in the modes of delivery in a number of programs. These changes in delivery will meet the educational needs of an increasing number of people within the College's region who will be unable or unwilling to attend a regular College program. In addition they will meet increased demands from industries serviced by the College for graduates who have had some work experience as a part of their training. Instruction delivered by television, using programs which have been developed both within and outside the College, are being tested and additional correspondence courses, particularly in vocational programs, will be developed. The potential for expanding the limited number of "co-operative education programs" (i.e. those which include paid work experience segments as a part of the instructional program) will be further assessed and additional vocational and career programs will be converted. The effects of these changes and the increases detailed above will result in growth of student enrolment at each of the instructional centres.

In the following table, the growth in enrolment at each centre is shown as a percentage of the 1980/81 levels of instruction. Annual student contact hours are used as basis of measuring the increases. In addition to on-going College programs, temporary funded courses, formerly called request for additional courses (RAC), are included in the estimates. The major increases in student instruction, in 1981/82 for Langara Campus, in 1982/83 for Vancouver Vocational Institute, and in 1983/84 for King Edward Campus and Vancouver Vocational Institute reflect the availability of additional instructional space. Further details of the increases appear in Appendix IV.

TABLE 4

Normalized
Enrolment Projections Based on Student Contact
Hours by Instructional Centre
1980 - 1985*

	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86
King Edward Campus	100.0%	106.8	111.3	126.6	132.9	141.0
Langara Campus	100.0	111.8	113.5	115.1	116.9	118.7
Vancouver Vocational Institute	100.0	105.3	129.2	138.4	142.7	142.7
Continuing Education	100.0	98.7	100.3	102.4	102.7	104.6
	100.0%	107.6	116.6	125.2	129.3	132.8
Continuing Education Registrants**	100.0%	108.7	117.4	125.2	135.7	141.7

* Source: Vancouver Community College, Five Year Budget Forecast, 1980

** In addition to students whose course work with Continuing Education can be counted in student contact hours, many Continuing Education students are enrolled in seminars, workshops and other types of unsegmented programs. These students are counted separately as registrants. (See Appendix IV for details)

INSTRUCTIONAL AND STUDENT SUPPORT SERVICES

The combined effects of these anticipated program expansions and shifts in emphasis will significantly affect demands placed on the College's support services. Every person instructed by the College creates a set of additional administrative and support service demands which must be met if students attracted to the College are, for instance, to be registered, counselled, and issued transcripts. The demands on, among other things, counselling and financial aid services - areas which have been historically underdeveloped - will be compounded by anticipated growth in the number of students. Expansion in student support and related administrative service areas is expected to outpace anticipated expansions in College enrolment.

Demands on instructional support services such as library, information and audiovisual services will be similarly affected, as part-time enrolments increase and as delivery methods are expanded in variety and number. The range of books, periodicals, audiotapes, training kits and audiovisual equipment and services will increase to meet the needs of greater numbers of students. Anticipated additional remedial instruction will be supported by acquiring more problem-specific learning materials and related equipment. Information services, including communications with future students, will be particularly affected by the projected changes in College programs. Expansion of remedial, special group and part-time education will result in increased demands upon College information services as the College attempts to reach groups who depend less upon traditional forms of communication (such as newspaper advertisements). Course description flyers, calendar information, brochures, newspaper, radio and television advertising and direct contact with representative community groups, in cooperation with instructional departments, will all receive further emphasis as the hard-to-reach student plays a larger role in College instruction. The demands for instructional support services, another area which has been historically underdeveloped, will increase as a result of anticipated general enrolment growth, but in particular as a result of increased remedial instruction and continued growth in part-time enrolment.

The administrative support to meet anticipated growth in student and instructional support areas will be assisted in the next five years by the introduction of on-line administrative computer systems and the introduction of word processing. Some expansion of instructional computer facilities is also contemplated.

ORGANIZATIONAL SETTING

To ensure the changes in instructional programming and in support services occur in an organization that is as efficient and effective as it might be, internal procedures for regular evaluation of all College employees are being developed and implemented. The evaluation procedures include processes for support of employee development, including a College-wide program of supervisor training. In addition, internal procedures for the selection of administrators are being improved.

Changes are being made in the College decision-making and related processes to improve internal communication, the orientation of new employees and the description of staff, faculty and administrative roles and responsibilites. Special attention is being paid to the effective use of program advisory committees (utilized to provide career and industry information and advice in the design and continuous adaptation of occupational programs offered by the College). Steps are being taken also to introduce systems for regular and formal evaluations of all College instructional programs. A formal career and vocational program evaluation system will be introduced in 1981.

Detailed information about the aspects of the College plan relating to internal actions appear in Appendix B.

INSTRUCTIONAL FACILITIES

Shortages of space for instruction and required support services will be a major area addressed in the next five years. As a consequence of analysis of space requirements, the College Board has approved a facilities development plan for the College which, by 1984, will see the face and capacity of the College's three campuses substantially revised. In general, space for instructional and student support services (such as counselling and library services) will be substantially increased at all three of the main College facilities. Additional space is included in the King Edward Campus (to be relocated with the construction of a new campus on East Broadway) for expanded adult basic education and vocational programs, and renovations to the Vancouver Vocational Institute will accommodate substantially increased vocational enrolment. Expansions in career programs at Langara Campus, generally speaking, will be accommodated in off-campus space which, in turn, will create additional space for the academic instruction required to support most career programs. A summary of the planned expansions is provided in Table 5.

Revisions and additions to the three main campuses will give the College an additional 284,246 square feet, 43% of which will be for instructional support and related administrative services. Of the approximately 162,000 square feet of additional instructional space, 91% will be to support expanded enrolments in vocational and adult basic education programs. The College plans to initiate the new construction and renovations envisaged at the Langara Campus as soon as approvals of funding are received. The new King Edward Campus will be completed by September 1982, and the Vancouver Vocational Institute by August 1983. Ministry of Education and related outside agency approvals have been obtained for

TABLE 5

A Summary of the Facilities Expansion Plan by Centre

	Existing Net Square Feet *	% Increase to be Provided
King Edward Campus	104,888	84.3
Langara Campus	154,143	38.9
Vancouver Vocational Institute	139,000	100.0
Continuing Education **	1,535	269.1
Central Administration **	12,000	5.0
Off-Campus long-term Leases ***	41,439	60.3
TOTALS:	453,005	56.9

* includes all the existing square footage for instructional programs to be incorporated into the site as part of the facilities plan.

** to be incorporated into the new King Edward Campus building to be located on East Broadway.

*** includes Raymur and Homer Street facilities and the Mount Pleasant Centre. Expansion is related to Langara Campus career programs.

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the King Edward Campus and Vancouver Vocational Institute facilities plans. Funding approval for the Langara Campus portion is anticipated. It is also anticipated that an additional 25,000 square feet will be acquired through long-term leases to accommodate expanded off-campus career programs. The overall increase in space will result in some increases in facilities-related operating costs.

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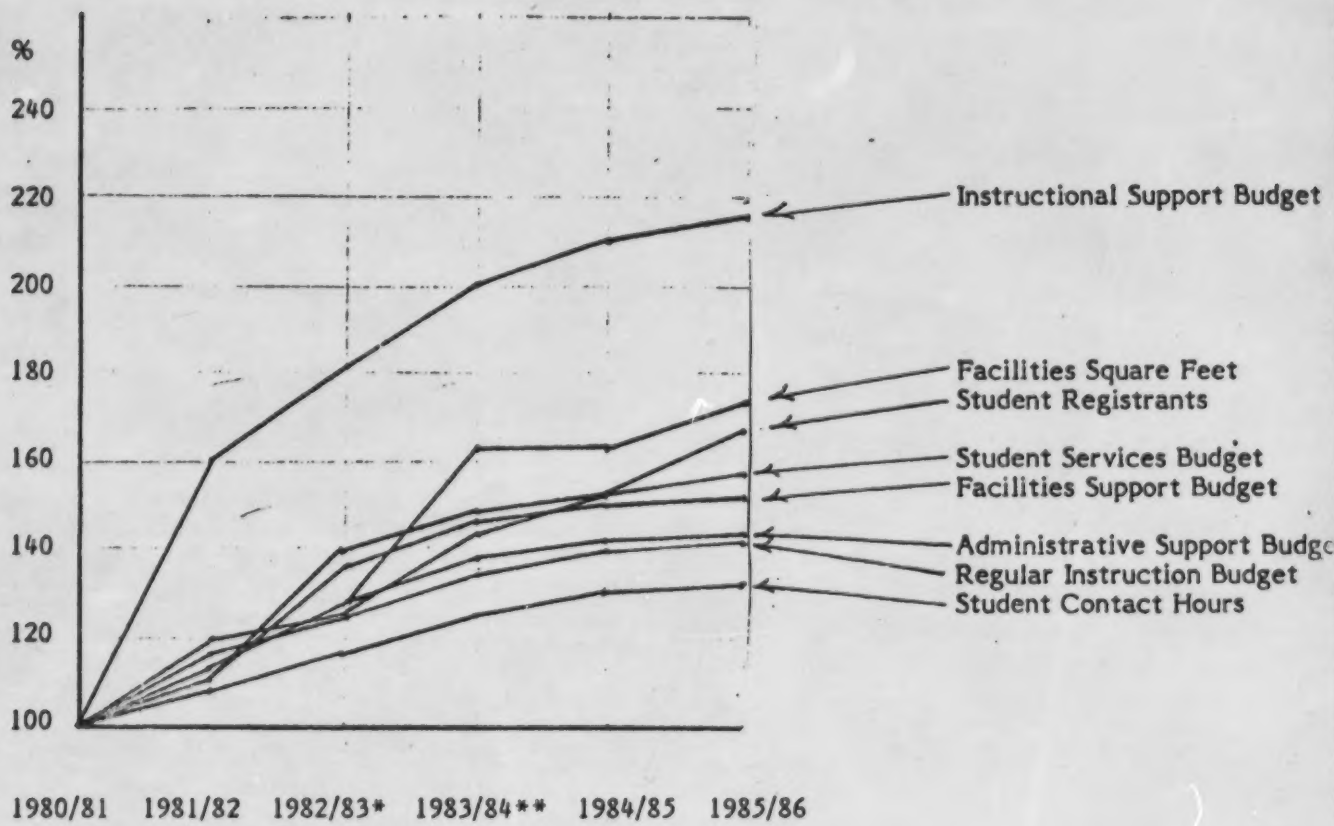

* New King Edward Campus facilities available
** Vancouver Vocational Institute facilities increased

APPENDIX I

MEMBERSHIP OF THE EDUCATIONAL PLAN COMMITTEE

The following individuals served as members of Vancouver Community College's Educational Plan Committee:

R. Brady, Department Head, Vancouver Vocational Institute

C.R. Carter, Director of College Resources, Chairman

S. Church, Division Chairman, English and Modern Languages, Langara Campus

J. Cranstoun, Consultant - Instructional Support, King Edward Campus

R.F. Cunningham, Dean of Instruction, King Edward Campus

A.L. Dartnell, Dean of Administrative and Student Services, Langara Campus

K. Dunbar, Assistant Director, Continuing Education (Vocational)

K.M. Fleming, Bursar and Director of Administrative Services

M. Lamoureux, Dean of Instruction, Vancouver Vocational Institute

L. Thorn, Research Assistant

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APPENDIX II

ACTION PLANS FOR INSTITUTIONAL FACTORS AFFECTING THE EDUCATIONAL PLAN

INSTITUTIONAL EVALUATION REPORT - RESPONSE AND ACTION PLAN
COLLEGE-WIDE ISSUES

The following response and action plan deals with major areas which the Institutional Evaluation Report of 1979 indicates require some degree of improvement. This material should be read in conjuction with the Reports of the visiting team and the College Institutional Evaluation Task Force. Only college-wide issues are considered here; matters involving only one campus or division are covered by individual campus or division action plans. In some cases there may be overlap between action plans, but this should not create any serious problems since all action plans will be reviewed by the College Executive Committee in order to coordinate their implementation.

Before dealing with specific areas identified in the Report, it must be acknowledged that the survey instruments used suffered from many deficiencies which have been extensively covered on pages 88 and 89 of the Report. The Task Force's comments on pages 2 and 3 of their Report deal with this question, pointing out some of the advantages of this model. It must be acknowledged that the C.A.P.R.I. (College and Program Review Instruments) model was designed for institutions emphasizing career and vocational offerings. The basic questionnaires, in fact, provided little opportunity for direct responses from a campus such as Langara. It should be noted, however, that the visiting team interviewed 263 people, including students, support staff, teaching staff, administrators and individuals from outside the College. Future evaluation procedures will need to be more closely tailored to the unique characteristics of an institution such as Vancouver Community College. The results of this first effort should be helpful in that task when the time comes.

1. STRUCTURE OF VANCOUVER COMMUNITY COLLEGE

The search for the most appropriate structure for Vancouver Community College has preoccupied the College for some time. It has resulted in the "Scope, Objectives and Planning for Vancouver Community College" document adopted by the then College Council in November, 1976; that statement continues to direct the general development of the College. An organization structure for Vancouver Community College was formulated in June, 1978 and, with minor changes, is still in place.

A consequence of the implementation of the policies outlined in the 1976 document, and the subsequent structure, with a relatively high degree of decentralization, enables each campus to be perceived as "discrete" by its community of users. This perception, which was identified by the visiting team, may be considered a College strength.

The visiting team made a number of observations on the topic of comprehensiveness. It is important to note that the College is comprehensive in the sense that there is a broad range of programs available within the College organization. The fact that each campus is not fully comprehensive does not diminish accessibility, since all Vancouver Community College campuses are within 5 miles of each other and all are well served by city transit. Furthermore, the degree of specialization which is now possible would be lost if programs were transferred to achieve comprehensiveness at each campus, a move which would, in all likelihood increase operating costs. Nevertheless, the 1976 Scope, Objectives and Planning document provides for a broader range of offerings appropriate to the physical plant and staffing at each campus. Such diversification has not been possible to date because of limitations of space.

No major changes to the present structure of the College, which is defined in terms of the 1976 Scope and Objectives document and the 1978 organization structure document, are recommended.

2. FACILITIES

The serious deficiencies in quality and quantity of space, identified by the visiting team and by the Institutional Evaluation Task Force, have been extensively detailed in several reports produced during the past 18 months, together with proposed solutions as outlined in the College's Capital Facilities Proposal.

Facilities has been the number one priority for the senior administration and the Board, with a great deal of time having been spent in developing the necessary proposals, carrying out numerous feasibility studies and complex negotiations for the acquisition of land purchase options, and making representations to the Ministry.

Progress has been made, and the College has now received some funds to do further planning. The various initiatives currently underway, to which the College is committed, will continue to be pursued actively.

3. PERSONNEL

A number of concerns of a personnel nature were identified. They are:

a) Selection Procedures

The Faculty indicates that the selection of administrators is in need of some, or major, improvement; the College Board and administrators feel that little or no improvement is required. A close examination of the faculty response points out that while the number of respondents who felt that some or major improvement is needed exceeded those who felt that little or no improvement is needed, 35% of respondents were in the 'don't know' category.

It is proposed that:

i) "The Director of Personnel summarize in narrative form the process and procedure currently followed for the selection of adminstrators and that a paper be distributed throughout the College with a request for feedback. A policy statement dealing with the selection process for administrators is being developed by the College Executive Committee and will be discussed with faculty association and administrators association executives before submission to the College Board."

b) Orientation of New Personnel

A need for improved orientation of new staff is generally perceived, and it is proposed that:

ii) "The senior administrator responsible for each of the major College divisions (Langara Campus, Vancouver Vocational Institute, King Edward Campus, Continuing Education, Adminstrative Services, College Resources) will ensure that an appropriate orientation program takes place for all new employees within his area of responsibility from time to time.

"In some cases, because of the small number of new personnel hired at any time, the orientation may be of an informal nature, conducted primarily by the immediate supervisor. In other cases, where a sufficient number of new employees is hired during a short period to warrant a group type of orientation, a more extensive program may be warranted. Examples of the latter type of program is the faculty orientation day at the Langara Campus, which takes place before the start of each term, and at King Edward Campus each September. Where a group type of orientation occurs, the President or his delegate will be present to provide an overview of the College operation. The role and responsibility of individuals participating in orientation sessions, as well as the college/campus/division goals and objectives should be covered."

iii) "For the year starting January 1, 1980, the Personnel Department will survey all new employees three months after they have begun their employment with the College to determine how effective their orientation (formal or informal) has been, and to identify perceived strengths and weaknesses. These will then be brought to the attention of the senior adminstrators responsible."

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c) Roles and Responsibilities

Some groups have indicated a lack of understanding of their roles and responsibilities. A different approach may be required for the various groups identified in the Report.

With regard to the College Board, roles and responsibilities are outlined in the Legislation. The British Columbia Association of Colleges has in the past mounted workshops for Board members during which the topic of Board role and responsibilities has been included. It is anticipated that similar workshops will be held in the future. Similar topics were covered during conferences held by other jurisdictions (Association of Canadian Community College Trustees, Association of Canadian Community Colleges). Nevertheless, the Board may wish to pursue this question further.

As far as administrators are concerned, it is proposed that:

iv) "Job descriptions for all College administrators will be reviewed and up-dated where required. This action will be initiated by each administrator's immediate supervisor and discussed with each incumbent. Such job descriptions will be considered to be public documents."

With regard to Faculty, members of both Vancouver Vocational Institute and King Edward Campus (but not Langara) have indicated a need for a better understanding of their roles and responsibilities. To some extent roles and responsibilities are covered in the Collective Agreement and other faculty handbooks that are produced on each campus. In this case it is recommended that:

v) "Each Division Chairman at both the King Edward and the V.V.I. campuses meet with his/her faculty, including department heads and coordinators, for the purpose of discussing as a group areas that may require further clarification. The outcome of such discussions will be communicated to the campus principal for possible expansion of the Faculty Handbook at that campus."

d) Evaluation

Since the tabling of the Report, an evaluation for all senior administrators has been completed. This was a first step, which needs to be improved for the future. The Director of Personnel has collected material from various sources which will form the basis for a more formal and extensive procedure to be used in the 1980 evaluation cycle. While the responsibility for carrying out the evaluation rests with the immediate supervisor, input from subordinates may be sought, and where feasible, input from the recommendation committee involved in the original selection of the incumbent may also be utilized.

Evaluation of support staff is now being formalized and standardized through a system introduced by the Personnel Department.

Evaluation of faculty is covered by the terms of collective agreements which have recently been revised.

e) Promotion

Some concerns about opportunities for promotion were expressed particularly by support staff members. Opportunities for promotion are determined by the rate of turn-over and expansion. Openings are posted and employees are encouraged to apply whenever suitable openings occur.

f) Time for Professional Development and the Status of Sessional Faculty

The contractual entitlement for professional development and the status of part-time and sessional instructors are matters that are dealt with through the collective bargaining process. The same applies to wages and other working conditions. While some adjustments within the budgetary resources available to the College are possible, there are very serious limitations upon the ability of the College to effect major changes. The appropriate vehicle for dealing with inequities that may still exist is the collective bargaining process.

When there is a vacancy for a permanent instructional appointment, current and former sessional faculty, appropriately qualified, shall of course be given the most serious consideration for the appointment.

4. STUDENTS

A number of areas involving students directly were identified as in need of improvement. These are as follows:

a) Grading System

There is a grading system in effect at each campus and, to the extent that it is possible, it is applied consistently to all courses and programs taken at that campus. No system is infallible and for this reason appeal procedures are available to students in all campuses and divisions of the College. While, as a general rule, instructors do inform students of course objectives and expectations, a clear policy statement applicable to all offerings of the College and communicated to all instructors and students in the appropriate publications may be desirable. Following is a possible policy statement:

vi) "Each instructor is expected to advise students at the beginning of each course of the general objectives of the course as well as his or her expectations of student performance and his or her method of grading."

It should be pointed out that, while the instructor has a responsibility to ensure that the objectives of the course are consistent with the objectives of the College and program, the College also has a responsibility to review its objectives in appropriate orientation sessions.

b) Quality of Instruction

While the quality of instruction is generally regarded positively, there are instances where improvement is required. Many faculty members now use questionnaires to provide them with feedback from students about the effectiveness of their instruction and there are faculty committees addressing the use of questionnaires at each campus. To ensure that all students benefit, however, it is proposed:

vii) "That a system of confidential student feedback, designed to assist each instructor in the improvement of instruction, be developed in consultation with faculty for universal implementation at Vancouver Community College, it being understood that such a system need not be uniform for all instructors."

c) Assistance with Job Placement

Responsibility for placement is assumed by the Canada Employment and Immigration Commission which has staff at both the Langara and Vancouver Vocational Institute campuses. In the past, since this service has not been available on a uniform basis at all campuses it is recommended:

viii) "That a placement officer be located at each campus through the auspices of Canada Employment and Immigration Commission, as is currently the case at Langara Campus."

In addition to the provision of specific assistance in placement, there is the need to equip students with the skills necessary to search for and to obtain employment. A number of programs incorporate instruction in such skills into the curriculum while at some campuses placement officers have undertaken to distribute publications and provide additional informal instruction. At Vancouver Vocational Institute funds have been requested for the 1980/81 budget to provide additional resources to students in communications skills and job search techniques. Universal coverage has not been achieved and it may not be possible to achieve such coverage for some time. Meanwhile it is recommended that:

ix) "The provision of job search skills be incorporated in all College programs, if feasible, and that, subject to the availability of funds, short seminars be organized by the Continuing Education Division, possibly by utilizing resources of the Vocational Planning and Work Readiness Department at King Edward Campus, at different campuses from time to time, such seminars to be open to all students enrolled at the College at no fee, subject to a minimum class enrolment of ten students. The seminars will be offered under the direction of a steering committee made up of one representative from each campus, concerned with the placement of students, appointed by the Principal."

d) Student Government

Student government at all campuses of Vancouver Community College continues to experience problems. It is hoped that the series of student leadership workshops being offered throughout the year will make more students interested in serving in student government and will equip them to serve more effectively.

There is also evidence that more controls are needed in the area of financial operations: to this end the Committee of College Deans has been requested to make recommendations that will produce a higher degree of financial accountability without affecting the autonomy of student councils.

The recommendations of the Committee of Deans will be reviewed with student councils before the College Executive Committee deals with the matter.

It is hoped that these initiatives will help deal with problems experienced by student governments.

e) Financial Aid

The financial aid operation requires closer study before specific action can be taken. It is clear from the evaluation report that certain problems exist; and the Ministry of Education has indicated that additional funds will become available to improve the financial aid operation where such improvements are warranted. Consequently a committee of student services deans is reviewing the situation to determine the specific improvements and associated costs, if any, that are required at each campus. The College will also explore methods for increasing the number and size of scholarships available to students.

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f) Counselling Services

Because each college campus specializes in different program areas, it is extremely important that counsellors be familiar with the offerings of all College Campuses so that students may obtain the full benefits of the comprehensive range of programs available at the College. Counselling personnel are often involved with students who are in the process of making critical educational and career decisions. They provide for many prospective students their first face to face, one to one, contact with the College and the service is a very important one. It is therefore proposed that:

x) "Counsellors and/or counselling support staff develop methods of becoming better acquainted with all College programs and services as well as those of other post-secondary institutions in the province.

xi) "Appropriate planned professional development counselling workshops be expanded."

Some of the methods through which the above objectives can be achieved are:

- implementation of a minimum schedule of College campus counselling department heads meetings (say, p.m. of 3rd Tuesday of every April, August and December);

- implementation of a minimum schedule of inter-campus counselling department meetings (say, one meeting every Fall);

- as part of professional development, individual counsellors, as needed, to arrange for familiarization visits to other College divisions, and to universities in the province, colleges and institutes (this may require budgetary and substitute staffing support).

While all the above methods are now followed to some extent, more emphasis will be given to those and other areas which will assist in the continued improvement of counselling services.

5. PROGRAM EVALUATION

There is a need to undertake a system of ongoing program evaluation. This task will be assumed, under the general direction of the President and the College Executive Committee, by the Assistant to the President.

6. PUBLIC RELATIONS

The following relevant activities have been undertaken to date:

a) Household Flyers - Information about the part-time offerings of Continuing Education and of the three campuses has been more widely disseminated through the use of household flyers. This message has been received by 310,000 people in the Greater Vancouver area compared to 216,000 through newspaper advertising.

b) Directed Mail Campaigns - Brochures have been developed and sent out in a number of campaigns. These include the 'V.C.C. At Your Service' brochure, which was sent to 3000 businesses; the basic education brochure outlining a joint Carpenters' Union/King Edward Campus program, which was mailed by the Union to its more than 3000 members; and, a dozen different brochures for Continuing Education which were sent to specified businesses, particularly in the downtown area.

c) Brochures - Program brochures, other than for specific mail campaigns, have been, and will continue to be, in the process of upgrading and renewal. There has been a new brochure for the King Edward Campus as a whole and a series of brochures for programs offered by the Training and Development Division. Basic design has been completed for a new series of brochures for the Langara Campus career programs.

d) Meetings with Business Leaders - The President, senior administrators and Board members have engaged in an ongoing program of meetings with senior business people in the community for the purpose of promoting mutual awareness and understanding.

e) Speaking Engagements - The President has addressed the Vancouver Rotary Club, the Vancouver Board of Trade Education Committee and the Ratepayers group in the China Creek area. Other organizations have been approached to advise them of the College's willingness to accept speaking engagements.

Activities currently underway, but not completed, include the development of this College Educational Plan, which should be a most valuable public relations document and will be widely distributed. The addition of a Community Relations Officer and the employment of two information personnel on campus, subject to budget approval, should promote greater awareness of the College.

7. PLANNING

The College's shortcomings in planning, which were identified through the institutional evaluation process, are acknowledged. Action to improve the planning process had been initiated even before the institutional evaluation exercise.

Three task forces, Market Research, Institutional Research and Institutional Evaluation had been established and their final reports submitted. Data gathered from the reports of these three task forces are being used for planning purposes by the Educational Plan Committee. An Institutional Analysis and Planning Office has been proposed and approved, subject to the availability of funding.

A key aspect of planning is the involvement of College personnel from all campuses, the Continuing Education Division and various support divisions of the College.

While the demand for services to be provided by the College will always be heavily dependent on policy decisions and other developments which the College can neither predict nor control, the various initiatives now underway should result in improved overall effectiveness of the planning process.

8. ADVISORY COMMITTEES

Advisory committees can be an extremely important and useful asset to the College. The evaluation report indicated that improvement is required in the utilization of these committees.

Advisory committees are most appropriate for programs whose primary aim is preparation for employment. Activity is usually greatest when a program is first introduced or when major changes are contemplated. More effective utilization can result if the procedures as outlined below are followed:

xii) "An advisory committee may be established for each program whose primary aim is preparation for employment; the committee's composition should include potential employers, trade/professional associations, labour unions, as appropriate to the program. Other individuals from whose advice the program can benefit may also be included. The composition should be reviewed from time to time."

xiii) "There should be at least one meeting per year, which may be attended by program faculty and students enrolled in the specific program. The Continuing Education Division may also send a representative to identify possible needs for Continuing Education courses/seminars in the program area."

xiv) "Advisory committees may be asked to assist the College in:

a) determining the need for new programs and/or courses;

b) assessing the effectiveness (program evaluation) of existing programs;

c) evaluating major changes in program objectives or curriculum;

d) justifying the need for major items of equipment or expanded facilities;

e) dealing with students' questions about program content and employment opportunities, as appropriate."

The nature of the C.A.P.R.I. model did not allow for a proper review of articulation committees. Such committees serve a key role in inter-institutional communication, particularly, but not exclusively, in academic programs. Just as with advisory committees, the College will pursue measures which will aid in the most effective utilization of articulation committees.

9. ROLE OF CONTINUING EDUCATION

Some confusion regarding the role of Continuing Education was identified in the Evaluation Report.

Continuing Education is one of the four instructional divisions of the College. It is responsible for some programs directed to part-time students and for many courses (not part of programs) in technical, vocational and general interest areas.

The general areas of responsibility are outlined in "Assignment of Responsibility and Definitions of Courses as Regular, Extension or Continuing Education", which are Appendices A and B of the July 4, 1978 minutes of the then College Administrative Board.

Because grey areas involving jurisdiction between Continuing Education and one or more campuses sometimes occur, the above named document incorporates a procedure for resolving differences of opinion when they do arise.

At one time, Continuing Education meant "night school" for adults who attended only on a part-time basis. Enrolment in "regular" programs involved mainly recent school leavers who attended on a full-time basis during the day.

Things have changed. Regular programs enrol a large and increasing number of part-time students during the day and during the evening. Continuing Education offers courses not only during the evening but also during the day. This makes it difficult to coordinate the various instructional services being delivered.

The division of responsibility between each campus and the Continuing Education Division at Vancouver Community College is based on the following principles:

a) The programs offered by the campuses leading to College certificates and diplomas should be available throughout the day and evening, subject to demand and funding, timetabled so as to facilitate attendance on either a full-time or part-time basis. All these programs involve "credit" courses.

b) Programs designed exclusively for part-time students who are generally employed and do not necessarily require the full package of courses involved in a program offered at a college campus are the responsibility of the Continuing Education Division.

These "Continuing Education" programs may include courses equivalent to those that are part of regular campus programs, but the "Continuing Education" package will usually involve a more selective mix and may be taught using techniques more closely tailored to the needs of its specific clientele.

c) Courses, seminars and other short duration learning packages that are not part of a program are offered through the Continuing Education Division. These are subject to a minimum enrolment and generally recover direct costs through tuition.

Recent offerings by the Continuing Education Division and the three campuses have been more closely coordinated. As a general principle it is recommended:

xv) "That new initiatives involving expanded offerings directed at part-time students by the Continuing Education Division or the three campuses which have a potential impact on the offerings of other instructional divisions of the College be placed on the agenda of the College Executive Committee for information and coordination, if required."

The above has been the practice for some time and should minimize any future difficulties.

10. INTERNAL COMMUNICATION

The Evaluation Report identified the need for improved internal communication.

Presently minutes of meetings of the Board, College Executive Committee, campus management committees, advisory committees are widely distributed. Campus and College newsletters are printed and circulated from time to time. Given the volume of paper already available, any increase in written material may very well saturate the system.

It should be pointed out, however, that students, faculty and other groups may meet with either the College Executive Committee or the College Board, upon request, to obtain clarification or to make representation on issues of general concern.

Two projects currently underway may also assist.

A College Policy and Procedure Manual is being compiled. Copies will ultimately be widely available and kept up to date. The College's Educational Plan, when completed, will enable all members of the College Community to have a better understanding of College goals.

In addition to the above, each instructional centre - Continuing Education, King Edward Campus, Langara Campus and Vancouver Vocational Institute has prepared action plans consisting of short and long term projects to address problems identified in the institutional review that were specific.

These action plans and the plans relating to the College as a whole, detailed above, are to undergo annual review for progress.

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APPENDIX III

A DESCRIPTIVE ANALYSIS OF MARKET FACTORS AFFECTING THE EDUCATIONAL PLAN

I INTRODUCTION TO VANCOUVER AND ITS REGION

Examination of the economic, demographic and educational setting in which Vancouver Community College operates follows this introduction to the city and the region. While this general background is available in a number of standard sources[1], this brief review is intended to provide a foundation for the more detailed discussions which follow. These discussions of the economic, demographic and educational background of the area are focused on those elements of importance to the activities of the College.

THE GREATER VANCOUVER REGION

The City of Vancouver, in which the College is located, together with adjacent municipalities and districts, constitutes Canada's third largest urban complex. The entire area is a functionally integrated and interdependent whole and is included within the boundaries of the Greater Vancouver Regional District (GVRD)[2].

Greater Vancouver is defined and characterized by its physical and political geography. The coastal mountains and their foothills with elevations of 4,000 to 5,000 feet act as the northern boundary of the region. This mountain chain forms a barrier which separates Greater Vancouver from the rest of the province, effectively limiting urban expansion and providing a notable scenic landmark. To the west, the region is bounded by the Gulf of Georgia which, in concert with the Pacific Ocean beyond, moderates the climate. The 49th parallel marks the political boundary between Canada and the United States and forms the southern limit of the region.

The remainder of the Vancouver region consists of the flood plains of the Fraser River, its delta to the south and several discontinuous uplands. The narrow corridor of land surrounding the Fraser River extends eastwards toward the entrance of the Fraser Canyon near Hope. The eastern boundary of the region is situated about halfway along the Lower Fraser Valley, and is coincident with the eastern edges of the municipal boundaries of Surrey and Coquitlam.

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1. See Robinson, J. Lewis and Walter C. Harwick. British Columbia: One Hundred Years of Geographical Change, Vancouver, Talon Books, 1973 and Understanding Vancouver, Vancouver City Planning Department, 1977.

2. The seventeen member communities of the GVRD include: City of Vancouver, City of New Westminster, City of White Rock, City of Port Coquitlam, City of North Vancouver, City of Port Moody, District of Burnaby, District of Coquitlam, District of Norh Vancouver, District of Surrey, District of Richmond, District of Delta, District of West Vancouver, Village of Lions Bay, Electoral Area 'A' (University Endowment Lands), Electoral Area 'B', (Ioco-Buntzen), and Electoral Area 'C' (Bowen Island).

CAN.-U.S. BORDER

The length and breadth of Greater Vancouver is constrained by its natural topographical boundaries and is one of the smallest regional districts in B.C. It accounts for only one-fifth of one percent (.2%) of the total land area of the province and most significantly, in its approximate 900 square miles, the region supported, in 1976, a population of 1,085,242 people, about 44% of the total population of the province.

The floodplain lands of the Lower Fraser River comprise about one-third of the total area within the region. For the most part, this land has been dyked against sea and river waters and, because of topography, favourable soils, mild climate and proximity to markets, is among the most intensively farmed land in the province. The upland areas in the Fraser Valley support the majority of urban development where the rolling land, ranging up to 400 feet in elevation, is free from the threats of tidal and river flooding. However, in consideration of the physical limits to growth and accelerated levels of population concentration in the region, urban expansion has increasingly been occurring on the fertile floodplain lands in recent years. The future use of floodplain lands presently devoted to agriculture has become a subject of much public discussion and forms a significant policy thrust at the provincial, regional and municipal levels of land-use planning.

Geography is also a significant factor, in the historical pattern of settlement and development of Greater Vancouver. The region's strategic position at the mouth of one of Canada's two major routes through the coastal mountains to the Pacific induced the Hudson's Bay Company to open a fur trade post in Fort Langley in 1827. With the discovery of gold in the Cariboo district in the 1850s, more settlers were attracted to the region to facilitate trade with the interior via the Fraser. New Westminster, founded as a result of this trade, grew through its defensive role and by servicing the agriculture and forest industries in the Fraser Valley.

Permanent settlement on Burrard Inlet started when a sawmill was built at Moodyville on the north shore. In combination with a second mill at Hastings in what is now Vancouver, exports of lumber from the region started in 1864. In 1884, the City of Vancouver was selected as the western terminus of the Canadian Pacific Railway which, acting in combination with the deep-sea harbour potential of Burrard Inlet, resulted in the city becoming the link between the Canadian hinterland and Pacific shipping. By 1921, the port of Vancouver had become a major centre for the shipment of Canadian grain and acted as the transshipment point for regional economic resources from the forestry, mining, fishing and agriculture industries.

The growth of the region has been steady; and in recent decades has increased substantially so that today, Greater Vancouver serves as the primary financial, administrative and service centre for the Province of British Columbia. It is the major port and transshipment point for Western Canada.

Finally, the urbanization of the region has created a cultural and recreational

milieu based, in part, on the unique geographical setting and, in part, on the people attracted to the area for its amenities and for economic reasons. The population mass in the region permits the support of a myriad of cultural attractions both large and small, ranging from community theatre to a world-renowned symphony orchestra. The region's recreational structure is both extensive and diversified, relying on the combination of mountain, forest, sea, and lakeshore resources.

SUMMARY OF THE GREATER VANCOUVER REGION

In summary, the character of the community setting of the Vancouver region may be described under the following four points:

1. Geography of Region

   Significant in ensuring future regional stability and growth are the major routes through the coastal mountains, the presence of deep sea harbours, and the region's position on the Pacific rim.

2. High Urbanization

   The urban interdependence of the various parts of the region has increased and intensified. The long and well-established history of settlement has combined with a constrained regional land area; the produce population concentrations that now total 1,085,242 people. Thus 44% of the provincial population resides in 5% of the land area.

3. Economic Importance of the Region

   The industrial structure and occupational mix within the region is unique in the province and differs from the rest of the province in its orientation towards secondary and tertiary economic activities rather than towards primary and extractive economic activities.

4. Amenities of the Region

   The combination of geographic and climatic features makes the region a high amenity area which supports extensive and diversified recreational and cultural pursuits and activities. As use by all groups, including international travellers, increases, the quality of this environment may change; the mild climate reduces seasonal variations in economic activity and enables ease of access to facilities and places within the region on a year-round basis.

THE CITY OF VANCOUVER

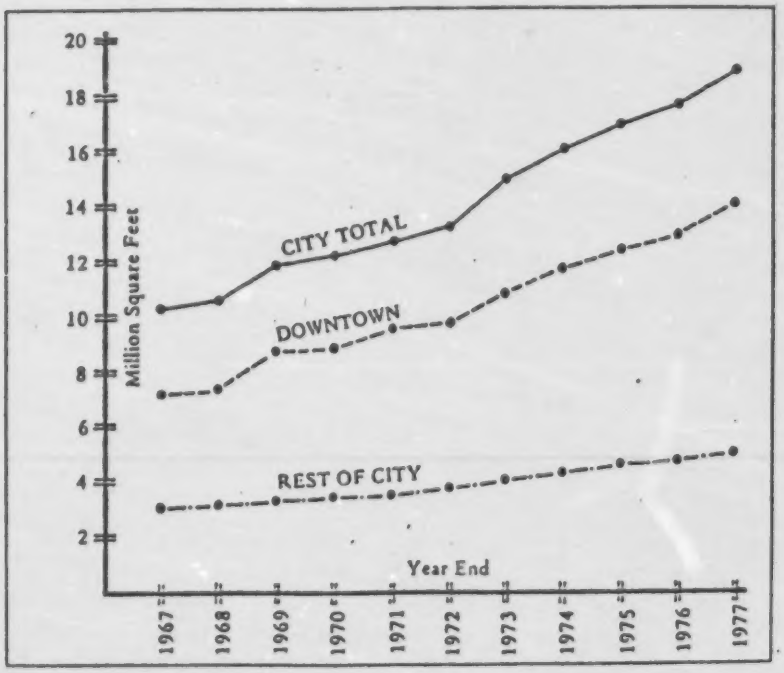
Vancouver has been historically - and remains - the core of the Greater Vancouver region. The city is the location of most of the head offices, the financial and administrative services and the retailing in the region. It provides jobs, entertainment and amenities to the entire region. Today, 37% of the Greater Vancouver region's population lives within the city boundaries.

In the nineteenth century, settlement in Vancouver grew in relation to the early concentrations of economic activity - around the pier and the railway facilities along the south shore of Burrard Inlet. Associated commercial development appeared in the Gastown area. A secondary industrial area at False Creek acted as a booming ground and sawmill location. On the north arm of the Fraser River, canneries and sawmills developed. Industrial settlement in the Vancouver of the 1980s continues to concentrate in these historic areas, although many of the early industrial uses have changed.

The downtown commercial trade area of Gastown expanded rapidly westward from its original nucleus. By 1930, the downtown peninsula had become the core area and was the single most important commercial centre in the region. More recently, the downtown core of Vancouver has undergone considerable revitalization as the major retail establishments have grown and developed with below-ground shopping centres.

In addition to its role as a retailing centre, the downtown of the city has developed as a financial, administrative and service centre; the office buildings which have been growing in numbers and density since the early 1960s are now the work place for an estimated 90,000 employees. Employment in the downtown area utilized about 36% of the total city labour force in 1977.

OFFICE SPACE IN VANCOUVER[1]



1. Understanding Vancouver, Vancouver City Planning Department, 1977.

The growth and change of the commercial and industrial structure of Vancouver has been paralleled by changes in the residential development of the city. By 1890, four years after the incorporation of the city, an electric street-car system had been installed to provid inexpensive 'rapid' transit for a growing population. This system not only provided interurban connection with New Westminster, 13 miles to the east, it also opened up a considerable area of land within Vancouver for residential development. The availability of land permitted the establishment of single family residential areas which, by 1913, had expanded to cover much of the city between Burrard Inlet and the Fraser River. Local retail services were grouped in areas parallel to the street car lines and served as pedestrian neighbourhood centres.

Within the city, a grid system of streets and avenues was developed early in Vancouver's history. The arterials running north-south and east-west supported easy movement of automobiles and transit vehicles. Today that grid system is being strained by an increasing volume of automobiles. During rush hours, approximately 60% of people enter the downtown area by automobile. Under 12% of the persons coming into the city use public transportation in any twenty-four hour period. While Vancouver's bus and trolley system has not declined when compared to some North American metropolitan transit systems, the city is, nevertheless, still dependent on the automobile.

Characteristically, too, members of the labour force in the Vancouver region tends to travel into and out of the city to their places of employment. Approximately 40% of the 228,000 people known to work in Vancouver do not live in the city. At the same time 28,000 people who live in Vancouver travel out of Vancouver proper to work. This employment flow is increasing. Estimates made in 1975 suggest that residential growth will largely take place outside Vancouver, while employment opportunities continue to grow within the city thus continuing the imbalance between place of work and place of residence.

SUMMARY OF CITY OF VANCOUVER

In summary, the character of the community setting of Vancouver may be described under the following six points:

1. Population Change

   The majority of the regional population growth is now occurring outside Vancouver so that between 1971 and 1976, the region (excluding the city) experienced a 12.12% growth while the city declined by 3.76%; the majority of urban facilities in the region are concentrated in Vancouver.

2. Transportation

   The city is the nucleus of regional transportation corridors which include road, rail and sea routes. Within the city, the road patterns are a simple grid and developed for both public and private transit. On a 24-hour basis, 90% of the total trips into Vancouver are into the central business district while 10% of the trips into Vancouver are by public transit and 90% by car.

3. Economy

Historic industries play a relatively unimportant role in the city's economy today as almost all employment growth in the city comes as a result of commercial and office development involving use of "white-collar" occupations. Employment and land-use statistics indicate an actual decline in industrial or "blue-collar" activities and occupations.

4. Labour Force Imbalance

The city attracts jobs in relative imbalance to the rest of the region. Out of approximately 8,000 new jobs each year in the region, half are created in the city. However, only one out of seven workers in the region lives in the city resulting in the separation of place of work and place of residence for most of the labour force.

5. Land Use Pattern of Economic Activity

The central business district is the core of the city and the region; it is the place of most activity as the centre of financial, administrative, government and retail services. About 42% of those working in the city work in the central business district.

6. Land Use Pattern of Residential Activity

A mix of all types of residential accommodation is available in the city. Single family housing consumes 91% of the land for residential use but supports only 53% of the households. Vacant land zoned for residential use is minimal so that population increases must be accommodated through infill and increased density of already developed residential areas.

II ECONOMICS OF THE VANCOUVER AREA - PRESENT AND FUTURE

1. CHARACTERISTICS OF ECONOMY OF METROPOLITAN VANCOUVER AND BRITISH COLUMBIA

Vancouver, including its surrounding area is the economic centre of the province of British Columbia. It is the primary manufacturing, trade and service centre in the province and is one of North America's busiest ports. The Lower Mainland is still the centre for a large commercial fishing fleet. It is the location of most of the head offices of the provincial forest-based industries. Throughout its history, the area has been an important transportation centre with railway, deep-sea and highway links both east-west and north-south. A major international airport adds to the communication linkages. Today the Vancouver region is also an important financial centre with local institutions playing a significant role in developing and supporting commercial activity throughout British Columbia.

Not only does the metropolitan region dominate the economy of the province, but it has a significantly different sector profile from British Columbia as a whole. One indication of the major role played by the city and its metropolitan area in the economy of the province can be seen in the distribution of manufacturing:

Geographical Distribution of Manufacturing in British Columbia, 1972

Region	Establishments	%	Total Employees	%	Value of Shipments $ Millions	%
East Kootenay	55	1.7	2,073	1.6	83.1	1.6
Central Kootenay	95	2.9	4,084	3.1	148.1	2.8
Okanagan Boundary	262	8.0	10,322	7.9	342.6	6.4
Lillooet - Thompson	109	3.3	5,167	3.9	195.2	3.7
Lower Mainland	2,097	63.2	72,865	55.6	2,916.5	54.7
Vancouver Island and Coast	422	12.7	18,568	14.1	820.7	15.4
Cariboo - Ft. George	177	5.3	10,075	7.7	454.4	8.5
Peace River - Liard	43	1.3	1,108	.9	53.4	1.0
Skeena - Stikine	55	1.7	6,750	5.2	317.8	5.9
TOTALS	3,315	100.0	131,012	100.0	5,331.8	100.0

As indicated in the preceding table, 63% of manufacturing establishments of the province are in the Lower Mainland, accounting for approximately 55% of both sales and employees.

A further indication of the predominance of the Vancouver region can be seen by comparing the gross product for the area and the province. In 1971, metropolitan Vancouver had a gross regional product of 5,297 million dollars. The gross province product for the same year was 10,646 million dollars.

The following table shows that the emphasis is on services and trade in the Vancouver region, not on primary and extractive industries (agriculture, forestry, mining and fishing) as it tends to be in the provincial economy.

Estimated Employment in British Columbia and Metropolitan Vancouver

	British Columbia Exclusive of Greater Vancouver		Metropolitan Vancouver	
	Jobs ('000)	Percent of Total	Jobs ('000)	Percent of Total
Primary	47	10	17	3
Manufacturing	72	16	98	17
Construction	33	7	47	8
Transportation, Communication and Utilities	46	10	64	11
Trade, Wholesale and Retail	81	18	115	20
Finance, Insurance and Real Estate	23	5	37	6
Community, Business and Personal Services	112	25	178	30
Administration	35	8	34	6
TOTAL EMPLOYMENT	449	100	590	100

However, metropolitan Vancouver and British Columbia are bound together, nonetheless. An indicator of the tie can be found in the destination of the goods and material produced in the Vancouver region. While 53.8% remains in the metropolitan Vancouver area, 47% of the remainder is exported to the rest of British Columbia. British Columbia is Vancouver's largest single export market.

Geographic Destination of Production Originating in Metropolitan Vancouver, 1971

Local	($000)	Per Cent
Metropolitan Vancouver	3,918,511	53.8

(Table continued on next page)

Export			Percent of Export
Rest of British Columbia	1,609,818	22.1	47.8
Rest of Canada	949,852	13.0	28.2
United States	465,285	6.4	13.9
Rest of World	339,802	4.7	10.1
TOTAL	7,283,268	100.0	100.0

2. CHARACTERISTICS OF THE METROPOLITAN VANCOUVER ECONOMY

A 1971 study utilizes sector analysis by "value added". In this analysis, revenue received from the sale of final goods is distributed in the form of payments to the various sectors of production. The total of all the value added is the gross regional product.

Gross Regional Product of Metropolitan Vancouver

By Value Added

Sector		($1000) Value Added	Per Cent
Primary			
1.	Agriculture, Forestry, Fishing and Mining	35,590	0.7
Secondary			
2.	Construction	388,199	7.3
3.	Food and Beverages	166,308	3.1
4.	Wood Industries	178,414	3.4
5.	Paper and Allied Products	78,570	1.5
6.	Chemicals and Petroleum	51,614	1.0
7.	Non-Metallic Products	42,471	0.8
8.	Metal Fabricating	109,744	2.1
9.	Printing and Publishing	62,937	1.2
10.	Manufacturing	262,789	5.0

(Table continued on next page)

Tertiary			
11.	Trade and transport*	1,387,070	26.2
12.	Communications	166,100	3.1
13.	Utilities	152,842	2.9
14.	Finance, Insurance and Real Estate	557,506	10.5
15.	Health and Welfare	255,952	4.8
16.	Education	232,128	5.5
18.	Other Services	341,181	6.4
	Sub-Total	4,762,954	89.9
Final Demand Categories**			
Household Consumption		384,968	7.2
Government		148,936	2.8
	Sub-Total	533,904	10.0
GROSS REGIONAL PRODUCT		5,296,858	99.9

* Includes both secondary and tertiary trade
** These categories consist of rental payment and government wages and salaries.

The importance of the tertiary and the final demand categories is discernible. While the exact percentage cannot be ascertained because retail and wholesale trade (which would normally be assigned to secondary and tertiary sectors respectively) were not separated, somewhat over 40% of the economic activity took place in the tertiary sector. Less than one percent of the value added is assignable in the metropolitan region to primary, extractive activities.

Also, Vancouver is a diversified world port handling a wide variety of commodities. It is the busiest in Canada, comparable, to but more active than Montreal.

In 1978 the National Harbours Board reported that the total tonnage through the Port of Vancouver was 47,109,000 short tons in 1977, an increase of 15.3% over the previous year. Officials at the port noted that this was a record and was contributed to by all the major commodities moving through. Exports included coal, grain, sulphur, potash, lumber logs and pulp. Imports focused on phosphate rock, salt, iron, steel and sugar. General cargo, i.e. non-bulk cargo, increased by 31% in 1977 to 5,653,000 tons. Twenty-two hundred deep sea vessels and twenty thousand, five hundred coastwise vessels used port facilities.

Finally, mention should be made about the presence of government in the Vancouver region. Vancouver is not the political capital of the province although all four levels of government - municipal, regional, provincial and federal - are represented. In 1971 there were 77,390 people employed in education, health and government administration in the metropolitan region.

The downtown core of Vancouver now has a major provincial office complex and planning has been in the works for a large federal building. While there is some considerable dispersal of senior government activities throughout the region, there is a continuing focus on the metropolitan core.

3. THE METROPOLITAN VANCOUVER ECONOMY IN THE FUTURE

It is anticipated that the Lower Mainland will continue to be the dominant activity centre for the province as a whole despite the continuation of the trend toward a decline in the region's share of provincial employment. The Lower Mainland is expected to have continued economic growth at a more modest rate than in the immediate past but parallel to that of the provincial economy in the 3.5% to 6% annual range. Employment is expected to expand at a rate somewhat below that of economic growth. However, unemployment rates are expected to be slightly below the forecast provincial rate of 7.5% to 9.0%.

Economic sector projections suggest that the primary sector is expected to maintain the absolute size of its present labour force, but its proportion of the regional labour force will decline as other sectors continue to grow. The secondary sector (manufacturing and construction) will continue employment growth but at a lower rate than in recent years as modernization in the forest products and food processing industries occur. Output in this sector as a whole is expected to increase by 3% to 5% annually. The tertiary or service sector, which now accounts for about two-thirds of the Lower Mainland's employment, will grow at about the same rate as the economy as a whole. Components within the service sector are expected to have different growth patterns so that relatively high employment growth rates are expected in transportation, finance, insurance and real estate, and business and personal services. Growth of employment and public services is expected to be slower than in the past.

4. CHARACTERISTICS OF THE CITY OF VANCOUVER ECONOMY

In its mix of industries and occupations, Vancouver has a significantly greater proportion of the service industries. This is also reflected by a greater share of managerial, professional and clerical occupations employed in the city. On the other hand, a larger proportion of the labour force in the Greater Vancouver Regional District (GVRD) is employed in primary and secondary industries and construction. The emphasis on education and health service employees in the metropolitan area rather than in Vancouver is because the two major universities lie outside Vancouver.

Employment in Specification Occupations, 1971

Occupation	Vancouver	Rest of CMA
Managerial	6.1%	3.7%
Professional	5.4	3.3
Teaching/Medical	7.2	10.4
Clerical	24.2	15.9
Sales	13.5	12.6
Service	12.9	12.6
Primary	1.1	4.1
Processing	11.5	16.1
Construction	5.7	8.5
Transportation	7.4	8.4
Occupation Not Stated	1.1	1.2
Other	3.9	3.2
	100.0%	100.0%

Employment in Specific Industries, 1971

Industry	Vancouver	Rest of CMA
Primary Industries	1.4%	3.6%
Manufacturing	15.9	20.8
Construction	5.7	8.2
Transportation/Communication/Utilities	12.1	11.0
Wholesale/Retail Trade	20.4	19.5
Finance and Business	14.8	6.1
Commercial Services	11.9	9.5
Education/Health/Non-commercial Services	12.6	16.3
Government Administration	5.2	4.9
	100.0%	100.0%

Because Vancouver is the economic centre of the Lower Mainland, it plays an important role both in the type of jobs and in the number of jobs available. The trend in Vancouver has been toward an unbalanced or disproportionate growth in the number of jobs created within the city. A minimum of new opportunities for workers with industrial skills (processing, construction, transportation and materials handling) and considerable opportunities for workers with commercial skills (clerical, sales and service) have occurred in recent years in Vancouver.

There is a strong relationship between the occupational mix of the labour force, with its predominant commercial skills, and the composition of the population. As more commercial jobs have become available, the proportion of single persons and young adults has increased. The average level of schooling has increased but the average income level has fallen. If declines in the resident industrial labour force in the city continue, a further intensification of these trends in Vancouver's population can be expected.

The city is thought to be attracting 40% of the GVRD's total employment growth and if trends continue, this may increase to over 50%. This would mean that one out of every two jobs in the GVRD is in the city. Further, the city is expected to maintain a relatively constant employment increase of about 8,000 jobs per year while the GVRD's employment is expected to decline by 1986, giving the city an increasing proportion of regional employment growth. Of 8,000 jobs per year increase, about 60% are expected to be new office employees.

About 250,000 people worked in Vancouver in 1971, while working residents numbered about 185,000. Thus, the ratio of working city residents to jobs is a little better than 7 to 10. Because the city has more jobs than workers, pressure is placed on Vancouver's transportation networks. This tends to foster suburban communities with their own residential tax bases.

If the trend toward commercial concentration in Vancouver continues (and the GVRD Liveable Region plan was an attempt to stem the tide), industrial workers are faced with decisions to stay in the city and risk unemployment, change occupation, commute to jobs or follow their employment out of the city. Industrial employees now seem to have chosen either to commute or to move out of the city for the Vancouver industrial labour force has hardly changed in numbers between 1951 and 1971 despite steady increases in the total resident labour force.

Industry in Vancouver has been changing. In recent years, the trend has been away from manufacturing and processing toward cleaner and quieter light manufacturing, distribution and storage.

5. THE VANCOUVER ECONOMY IN THE FUTURE

The city, recognizing the trends, and the dislocation implicit to those trends, is attempting to decentralize employment through a number of measures. One step is reduction of the amount of new office space being constructed. The target is 5,000 new jobs a year to 1986 rather than the 8,000 anticipated. An Office of Economic Development has been created recently in the city to act as a catalyst in the creation of industrial, commercial and public awareness in order to encourage projects which will assist in balancing the city's industrial employment opportunities.

Despite the foregoing, Vancouver will likely continue to be desirable to an increasing number of firms as a site for major branch or head offices. For every executive there is a multiplier effect, with a large number of other office employees acting in support roles. In some ways, Vancouver is becoming a 'quaternary' city where servicing of the tertiary sector is itself a significant employer.

Finally, in developing a picture of the economic future of the region for the planning purposes of the College the projections of the Canada Employment and Immigration Commission are useful.

Manpower requirements are seen as heavy for electrical and aerospace engineers, mechanical draughtsmen, and construction equipment mechanics. It should be noted, however, that this last is required only outside metropolitan Vancouver. Moderate demand is seen in the 1979-91 period for several classifications of engineers and technologists; for several health services employment categories, including registered nurses; for cooks and chefs; for several categories of mechanics and repairmen; and for such specialized occupations as cosmetologists, helicopter pilots and saw filers. Light demand occupations include accounting and financial occupations; a number of service groups such as maids, hairdressers, and building supervisors; as well as such vocations as tool and die making, electrical maintenance workers and repairmen.

Employment Forecast by Industry for GVRD, 1971 - 1986

	1971 Employment		1986 Employment		% Increase in Employment 1971 - 1986
	Number	% of Total	Number	% of Total	
Primary Agriculture, Forestry, Fishing, Mining	8,177	1.9	8,100	1.2	-1.0
Secondary	184,333	43.8	262,897	39.3	42.6
Manufacturing	73,935	17.6	97,562	14.6	32.0
Construction	31,135	7.4	43,218	6.5	38.8
Transportation, Communications Utility	51,449	12.2	80,009	11.9	55.5
Wholesale Trade	27,814	6.6	42,108	6.3	51.4

(Table continued on next page)

Tertiary	228,172	54.2	398,570	59.5	74.7
Retail Trade	55,355	13.2	100,849	15.1	82.2
Finance, Insurance and Real Estate	27,999	6.7	49,800	7.4	77.9
Business Services	19,175	4.6	40,782	6.1	112.7
Personal Services	46,295	11.0	80,174	12.0	73.2
Non-Commercial Services	59,110	14.1	97,929	14.6	65.7
Public Administration	20,238	4.8	20,036	4.3	43.5
TOTAL	420,682	100.0	669,567	100.0	59.2

Source: Statistics Canada User Tapes - especially prepared for the GVRD Planning Department (1976).

GVRD forecast prepared by Baxter-Davis Associates, Ltd., 1976

6. CHANGES IN THE LABOUR FORCE

Between 1971 and 1976, the Lower Mainland's labour force has grown at a higher rate than has the total population as a result of the large number of young people entering the labour force for the first time and as a result of a higher participation of women. Overall, the labour force grew by about 15% or 79,000 persons between 1971 and 1976. The female labour force increased by 26% and the male labour force by 9% during that same period.

Throughout the Lower Mainland, the male labour force participation rate fell between 1971 and 1976, so that growth in the total labour force participation rate was a result of increased female participation rates as illustrated below.

Lower Mainland and City of Vancouver[1]
Labour Force Participation Rates, 1971 and 1976

Labour Force Participation Rates	TOTAL		MALE		FEMALE	
	1971	1976	1971	1976	1971	1976
Greater Vancouver R.D.	60.3	60.7	77.7	74.8	43.5	47.3
Dewdney Allouette R.D.	54.5	57.0	73.9	72.9	34.3	41.0
Central Fraser Valley R.D.	56.4	59.5	75.7	75.4	36.1	43.6
Fraser-Cheam R.D.	56.1	57.1	73.7	72.3	37.3	56.1
Vancouver	60.9	59.6	75.27	71.29	47.51	48.97

Source: GVRD Planning Department, Lower Mainland Regional Plan Update, Technical Memorandum No. 1.
Population, Labour Force, and Housing Forecasts, 1981 - 2001, December 1978.

Within Vancouver, some rather different trends in the labour force became clear between 1971 and 1976. The total labour force in the city declined slightly by 4,100 people or 2% between 1971 and 1976. This trend is very marked for the male labour force, which declined by 7,000 or about 6%, emphasizing the tendancy of families to leave the city and the aging of the city's population. Conversely, the female labour force grew by 2,800 or about 3%, so that women form about 43% of Vancouver's total labour force.

Although difficult to predict, it is anticipated that lower male labour force participation rates will continue in the city, particularly for those males aged over fifty-five (55). As the total labour force is expected to increase by between 2% to 12% to 1986, this will be attributable to the steadily increasing female labour force growth in Vancouver.

1 The 'Lower Mainland' refers to the four regional districts of: Greater Vancouver Regional District (GVRD), Dewdney-Alouette Regional District (DARD); Central Fraser Valley Regional District (CFVRD); Fraser-Cheam Regional District (FCRD).

III THE DEMOGRAPHIC SETTING

1. OVERALL POPULATION CHANGE AND DISTRIBUTION

The Lower Mainland has been and will continue to be, the dominant population centre within the province of B.C. It is anticipated, however, that the Lower Mainland's share of the total provincial population is unlikely to be as large in the future as in the past. The Lower Mainland's share of population will continue to follow the 1971-1976 trend. During that period, its share of provincial population declined from 53.7% to 51.8%.

As illustrated by the following table, the Lower Mainland's total population is expected to grow from its 1976 level of 1,277,000 people to between 1,417,000 and 1,550,000 people by 1986. This projected change ranges from 10% to 21%. However, the population growth rate for the Lower Mainland is anticipated to be below that of the province as a whole.

Provincial and Lower Mainland Population, 1971 and 1976, and Population Projections 1986 and 1996

Total Population	Lower Mainland	B.C.
1971	1,172,612	2,184,621
1976	1,277,029	2,466,608
Change	+104,417 (+8.90%)	+281,987 (+12.90%)
Projected Population	**Lower Mainland**	
	Low	High
1986	1,417,283	1,550,905
Change 1976-1986	+140,254 (+10.93%)	+273,876 (+21.44%)
1996	1,531,820	1,804,829
Change 1976-1996	+241,791 (+19.95%)	+527,800 (+41.33%)

Source: GVRD Planning Department, Lower Mainland Official Regional Plan Update, Technical Memorandum 1; Pop., Labour Force & Housing Forecasts 1981-2001, December, 1978.

The distribution of population within the Lower Mainland has been changing. The GVRD's share of the Lower Mainland total has declined from about 88% in 1971 to 85% in 1976. The rate of population growth has slowed from the GVRD's

3% annual rate between 1951 and 1971 to an annual rate of 1.1% between 1971 and 1976. In 1976, the GVRD's share of population growth in the Lower Mainland consequently declined from about 82% between 1966 and 1971 to about 55% between 1971 and 1976. It is anticipated that this trend will continue into the future. The GVRD's share of the total projected population growth in the Lower Mainland to 1986 will range between 46% and 56% as illustrated in the following table.

Lower Mainland Regional District
Population 1966 to 1976
and Population Projections 1986

Projected Population	1986 Low	1986 High	Share of Pop. Growth 1976-86 Low	Share of Pop. Growth 1976-86 High
Greater Vancouver R.D.	1,149,672 (81.1%)	1,237,179 (79.8%)	46.0% (+64,430)	55.5% (+151,937)
Dewdney-Allouette R.D.	73,493 (5.2%)	89,943 (5.8%)	15.0% (+21,063)	13.7% (+37,513)
Central Fraser Valley R.D.	135,038 (9.5%)	164,064 (10.6%)	33.5% (+47,111)	27.8% (+76,137)
Fraser-Cheam R.D.	59,080 (4.2%)	59,719 (3.8%)	5.5% (+7,650)	3.0% (+8,289)
TOTAL LOWER MAINLAND	1,417,283 (100.0%)	1,550,905 (100.0%)	+140,254	+273,875

Source: GVRD Planning Department, Lower Mainland Official Regional Plan Update, Technical Memorandum 1; Pop., Labour Force & Housing Forecasts 1981-2001, December, 1978.

There has been a shift of population away from established, older urban centres within the GVRD itself. Vancouver, New Westminster and North Vancouver all recorded population declines between 1971 and 1976. In contrast, the suburban municipalities within the GVRD recorded population gains. Vancouver's share of the total population within the GVRD declined from 41% to 38% between 1971 and 1976. The city's population peaked in 1971 after 85 years of steady population growth. As the acompanying table shows, the city lost 16,000 residents between 1971 and 1976.

City of Vancouver Population 1961 to 1976

1961 Pop.	1966 Pop.	1961 to 1966 Change		1971 Pop.	1966 to 1971 Change		1976 Pop.	1971 to 1976 Change	
Actual	Actual	Actual	%	Actual	Actual	%	Actual	Actual	%
384,522	410,675	+26,153	+6.80	426,255	+15,580	+3.79	410,190	-16,065	-3.77

Source: Statistics Canada Census, 1961 - 1976

The shift of the focus of population growth away from the older urban centres, such as the City of Vancouver, to suburban GVRD municipalities is expected to continue to 1986 and beyond. It is anticipated that the older, central municipalities will have between 62% and 64% of the GVRD's population in 1981 and between 59% and 64% in 1986, as compared to 66% in 1976.

By 1981, as illustrated in the following table, Vancouver is expected to have about 35% of the GVRD's population and between 32% to 34% by 1986. These figures compare to the city's share of the regional population of 38% in 1976. However, population estimates vary. The Planning Department of the GVRD estimates the city's population will range between 369,000 and 423,000 people by 1986 while the Planning Department of Vancouver estimates a range between 391,500 to 422,000 people. The population midpoints of the two estimates are respectivly 396,000 and 406,000 which both suggest population declines from Vancouver's 1976 level of population at 410,190.

Lower Mainland Population Projections 1981 and 1986

Projected Population	1981 Low		1981 High		1986 Low		1986 High	
	Actual	%	Actual	%	Actual	%	Actual	%
Urban Municipalities								
Richmond and Burnaby	133,997	12.0	144,121	12.4	135,819	11.8	156,804	12.7
New West.	39,068	3.5	41,925	3.6	39,582	3.4	45,502	3.7
N. Vanc. City	32,310	2.9	33,518	1.9	32,519	2.8	34,421	2.8
N. Vanc. Dist.	64,163	5.7	74,276	6.4	65,918	5.7	81,837	6.6
Vancouver	387,234	34.6	414,161	35.7	369,173	32.0	423,564	34.2
W. Vancouver	37,599	3.4	41,371	3.6	38,253	3.3	44,192	3.6
University Endow. Lands	3,512	0.3	3,684	0.3	3,512	0.3	4,179	0.3
SUB-TOTAL	697,883	62.4	753,056	64.9	684,776	59.3	790,499	63.9

(Table continued on next page)

Suburban Municipalities								
SUB-TOTAL	421,304	37.6	407,899	35.1	467,186	40.7	448,607	36.1
GVRD TOTAL	1,119,187	100.0	1,160,955	100.0	1,151,962	100.0	1,239,106	100.0

2. THE CHANGING AGE COMPOSITION OF THE POPULATION

Just as the overall population growth rates differ between areas in the Lower Mainland, so the composition of the population differs with respect to age. Comparison of the age structure of the populations in the Lower Mainland, the GVRD, and Vancouver is possible from the following tables.

Age Composition of the Population in the Lower Mainland, GVRD, and the City of Vancouver 1971 and 1976

Lower Mainland (excluding GVRD)

Total Population Age Groups	1971	1976	1971 to 1976 Change Actual	%
0-14	43,115	51,635	8,520	+16.5
15-24	25,290	34,290	9,000	+35.6
25-34	16,850	30,495	13,645	+81.0
35-49	24,355	30,625	6,270	+25.7
50-64	20,135	26,025	5,890	+29.3
65+	14,520	18,725	4,205	+29.0
	144,265	191,795	47,530	+33.0

GVRD (excluding City of Vancouver)

Total Population Age Groups	1971	1976	1971 to 1976 Change Actual	%
0-14	175,170	162,035	-13,135	-7.5
15-24	103,350	125,110	21,760	+21.1
25-34	85,455	111,295	25,840	+30.2
35-49	114,160	123,425	9,265	+8.1
50-64	77,975	96,475	18,500	+23.7
65+	45,960	56,710	10,750	+23.4
	602,070	675,050	72,980	+12.1

(Table continued on next page)

City of Vancouver (excluding Univ. Endowment Lands)

Total Population Age Groups	1971	1976	1971 to 1976 Change Actual	%
0-14	83,205	67,160	-16,045	-19.3
15-24	77,800	74,985	-2,815	-3.6
25-34	59,250	68,640	9,390	+15.8
35-49	74,725	67,765	-6,960	-9.3
50-64	73,750	72,090	-1,660	-2.3
65+	57,530	69,550	2,020	+3.5
	426,260	41,190	-16,070	-3.8

Source: Statistics Canada Census, 1971 and 1976.

As illustrated, population growth in the Lower Mainland outside the GVRD was attributed primarily to growth in the 25 to 34 age group. However, the trends in the 0 to 14 and 15 to 24 age groups, which both increased in size between 1971 and 1976, are in contrast to trends in the GVRD and Vancouver where there were smaller increases or declines in these age groups. Population has changed in the Lower Mainland as a result of migration of familes with children to the area outside the GVRD. In 1976, children 0 to 14, young adults 15 to 24, and middle-aged adults 35 to 49, made up 51% of the Lower Mainland's population outside the GVRD.

The other most significant change in the GVRD's population outside Vancouver was the increase in the number in the 25 to 34 year age group. However, the number of children aged 0 to 14 declined slightly while adults aged 35 to 49, the family-raising ages, remained relatively stable.

The proportion of the population in the 35 to 49 year old age group is expected to increase substantially throughout the Lower Mainland and the GVRD. It will reflect the aging of the baby-boom generation. The proportion of children aged 0 to 14 in the population is expected to decline, although less so in the Lower Mainland than in the GVRD. The tendency towards smaller families and delayed child-bearing is expected to continue throughout the decade of the 80's.

Vancouver became increasingly an adult city between 1971 and 1976 as the numbers of children 0 to 14 and youths 15 to 24 significantly declined. In the adult population only two groups increased in numbers. Those were the people aged 25 to 35 and the people 65 and older. The city has been losing families with children, retaining older persons whose families have left home, and attracting those adults aged 25 to 34, indicating that Vancouver is home to very particular segments of the population. The city is increasingly made up of long-term residents in well-established neighbourhoods and adults who use Vancouver for their job and rental housing opportunities prior to establishing themselves outside the city.

It is anticipated that the trend to a smaller 0 to 14 age population in Vancouver will continue, as will trends toward increases in the 25 to 34 and retirement age groups through 1986. The group aged 15 to 24 is subject to the greatest degree of uncertainty for the future. However, some researchers suggest that there will be a decline of approximately 13% of the 15 to 24 age group. This age group arrives in the city primarily through migration. Should varied and accessible employment opportunities continue to be provided in Vancouver, growth in the size of this age group is likely to continue. The maintenance of Vancouver's total population size close to the 1976 level will depend on a greater retention of existing residents and the attraction of people not previously able to obtain a family home in Vancouver.

THE ETHNIC COMPONENT OF THE POPULATION

Migration from locations within Canada and from outside Canada has been the largest single factor contributing to the population growth throughout the Lower Mainland. Foreign immigration to the GVRD, for instance, has risen from 7,000 persons in 1964 to 20,000 in 1974, an increase of about 185%. About one-third of all immigrants come from the Asian countries of Hong Kong, India, and Phillipines. The destinations and places of origin of migrants is illustrated in the following table.

Destination and Place of Origin of Migrants to the GVRD and City of Vancouver, 1966 to 1976

PLACE OF ORIGIN	Destination 1966 to 1971				Destination 1971 to 1976			
	Vancouver		GVRD (excl. Vancouver)		Vancouver		GVRD (excl. Vancouver)	
	Actual	%	Actual	%	Actual	%	Actual	%
Outside Canada	41,400	40	N/A	14	38,230	40	34,190	15
Elsewhere in Canada	29,575	28	N/A	28	24,205	26	48,350	21
Elsewhere in B.C.	15,105	14	N/A	14	12,445	13	141,480	61
Elsehwere in GVRD	11,975	12	N/A	39	11,900	12	-	-
Province not stated	6,600	6	N/A	5	8,140	9	7,975	3
TOTAL	104,655	100	N/A	100	94,920	100	231,995	100

Source: Vancouver City Planning Department, Quarterly Review, "Vancouver's Changing Age Composition", Vol. 5, No. 2, April 1978, Page 17.

Vancouver is the only municipality in the GVRD in which foreign immigration represented the single largest source of population growth between 1966 and 1976. About 40% of migration to the city was from outside Canada. This can be compared to about 15% from outside Canada in the remainder of the GVRD. The pattern suggests that Vancouver often serves as the first Canadian community for the majority of foreign people locating in the GVRD.

Another characteristic which reflects the pattern of ethnicity in Vancouver is the number of city residents who have a mother tongue[1] other than English. As described in the following table, there was a decline in the numbers of persons in Vancouver with English as their mother tongue from 74% in 1971 to 70% in 1976. The principal languag groups other than English are Chinese, German and slavic languages.

Mother Tongue of the Population Within the City of Vancouver, 1971 and 1976

MOTHER TONGUE	1971		1976	
	Actual	%	Actual	%
English	313,315	73.5	286,020	69.6
French	6,670	1.6	6,015	1.5
German	19,740	4.6	13,750	3.3
Italian	13,875	3.2	10,595	2.6
Chinese	25,350	5.9	32,205	7.8
Indo-Pakistani	4,750	1.1	6,210	1.5
Japanese	3,130	0.7	2,855	0.7
Greek	3,035	0.7	2,575	0.6
Netherlandic	2,930	0.7	1,885	0.5
Scandinavian	5,165	1.2	3,100	0.8
Portuguese/Spanish	4,290	1.0	5,160	1.3
Slavic	17,215	4.0	13,475	3.3
Other/Not Stated	7,055	1.7	27,095	6.6
TOTAL	426,520	100.0	410,945	100.0

Source: Vancouver City Planning Department, Vancouver Local Areas: Statistics Compiled from the 1971 and 1976 Canada Census, 1979

1 "Mother Tongue" refers to the first language learned and still understood.

There are several factors which indicate that migration both within Canada and from outside Canada will decline to the Lower Mainland and Vancouver from the high levels experienced during the late 1960s and early 1970s. These factors include:

- Recent changes in federal immigration policy have limited foreign migration to a level 35% below that of the late 1960s and early 1970s. This may be tempered somewhat by the continuing acceptance of emergency refugees by Canada.

- A lower rate of economic growth is forecast for B.C. in the immediate future. This will probably affect the tendency of people to come to this province from the rest of Canada.

- The number of young adults aged 20 to 30 in the population will decline as the baby boom reaches middle age. As this is traditionally the most mobile group, the numbers of people migrating from place of birth to seek their first jobs or better job opportunities will tend to decline.

4. THE LEVEL OF SCHOOLING OF THE POPULATION

The overall educational level of the population resident in Vancouver generally improved in the years between 1971 and 1976. The number of persons with less than 10 years of schooling declined by 15% in the period, while the number of persons with some post-secondary education increased by 43%. However, as illustrated in the table below, 91,160 people or 27% of the population living in the city in 1976 have a level of education below Grade 10.

Level of Schooling of the Population in the City of Vancouver, 1971 and 1976

LEVEL OF SCHOOLING	1971		1976	
	Actual	%	Actual	%
None	7,665	2.2	8,125	2.4
Kindergarten to Grade 6	27,570	8.1	24,550	7.2
Grades 7 to 9	72,560	21.2	58,485	17.0
Grades 10 to 13	176,815	51.5	168,760	49.1

(Table continued on next page)

1-2 years post-secondary	22,760	6.6	34,080	9.9
3+ years university	37,750	10.4	49,495	14.4
TOTAL	343,075	100.0	343,495	100.0

(Populations 15 years and over)

Source: Vancouver City Planning Dept., Vancouver Local Areas: Statistics Compiled From the 1971 and 1976 Canada Censuses, 1979.

It is anticipated that the overall level of schooling of the city's resident population will continue to increase as a reflection of a number of factors. The continued 'enculturation' of foreign immigrants and declines in their numbers, the continuation of relatively high unemployment rates, the continuation of high female labour force participation rates, and the predominance of employment opportunities in the city requiring higher levels of educational attainment will all contribute to rising educational levels. Also, education as a leisure time pursuit is expected to flourish through the patronage of the large number of higher income career employees and professionals residing in the city.

5. HOUSEHOLDS AND THE HOUSING STOCK

Throughout the Lower Mainland, the number of households has grown at an annual rate of 3.5% since 1961. This is a higher rate than that for the total population. The average household size in the Lower Mainland declined from 3.5 persons in 1961 to 2.9 persons in 1976. The tendency towards a smaller households can be attributed to such factors as a growing preference for non-family lifestyles, for fewer children, an increasing divorce rate, an increasing number of single senior citizens in the population, changes in the role of women in the family, and, perhaps, high unemployment levels for youth.

Between 1971 and 1976, the total number of households in Vancouver increased by about 5% despite a decline in the total population resident in the city. As shown in the following table family households declined by 4,310 or 4% of the period while non-family households increased by 11,450 or 21%.

In addition, the average household size in Vancouver fell from 2.67 persons in 1971 to 2.45 persons in 1976. These figures suggest that the trend in the city is towards increases in the number of one person households compared with those with two or more people (mostly couples and families), and towards declines in the number of family households.

Escalating land and construction prices throughout the Lower Mainland have produced trends towards higher densities in all types of housing units, with the result that additional residential land consumption has dropped from 810 hectares annually between 1966 and 1971 to 405 hectares annually between 1971 and 1976. About one-third of the new housing units built in the Lower Mainland from 1971 to 1976 were apartments. They were largely concentrated in the older urban municipalities. Single family house construction dominated building in the suburban municipalities.

HOUSING IN THE LOWER MAINLAND AND
THE CITY OF VANCOUVER, 1976

	Total Housing		Single Family		Apartment		Row		Mobile			
	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%
Greater Vancouver R.D.	382,115 (100.0%)	86.5	212.155	82.3	133,590	95.5	33,8380	88.7	2,990	45.0		
Dewdney-Allouette R.D.	16,455 (100.0%)	3.7	83,155 (80.0%)	5.1	1,500 (9.1%)	1.1	1,065 (6.5%)	2.8	735 (4.4%)	11.1		
Central Fraser Valley R.D.	27,265 (100.0%)	6.2	20.475 (75.1%)	7.9	3.140 (11.5%)	2.2	1,790 (6.6%)	4.8	1,860 (6.8%)	28.1		
Fraser-Cheam R.D.	10.080 (100.0%)	3.6	11,995 (74.6%)	4.7	1,625 (10.1%)	1.2	1,405 (8.7%)	3.7	1,055 (6.6%)	15.8		
	441,915 (100.0%)	100.0	257.780 (58.3%)	100.0	139,855 (31.6%)	100.0	37,640 (8.5%)	100.0	6,640 (1.6%)	100.0		
Vancouver	166,585 (100.0%)	-	83,420 (50.1%)	-	79,750 (47.9%)	-	2,665 (1.6%)	-	750 (0.4%)	-		

The combined effects of changes in household size, land, and construction prices of housing are very marked in Vancouver. These factors have acted to move housing away from single detached and duplex units towards apartment and townhouse units, so that in 1976, the city's housing was split evenly between high and low density housing types as illustrated in the table on page 87. About 71% of the 14,000 new units built in Vancouver between 1971 and 1976 were apartments.

Source: GVRD Planning Dept., Lower Mainland Official Regional Plan Update, The Way Ahead: A Report on the State of the Lower Mainland, April 1979.

It is anticipated that the trend toward non-family households will continue, and that by 1986 about 35% of all households in the GVRD will be non-family. This is illustrated in the table below.

Household Composition in the GVRD, 1981 and 1986

Projected Households	Total Households		Non-Family		Family	
	1981	1986	1981	1986	1981	1986
High	439,555 (100.0%)	495,005 (100.0%)	45,505 (33.1%)	174,920 (35.3%)	294,050 (66.9%)	320,135 (64.7%)
Low	427,555 (100.0%)	469,055 (100.0%)	138,905 (32.5%)	160,900 (34.3%)	288,650 (67.5%)	308,155 (65.7%)

In Vancouver, new housing is expected to continue to be primarily apartments or townhouses. This will reinforce the population concentration in the young adult and elderly age groups, continue the growth in the overall number of households, and contribute to the decline in the average household size. As the young adult population in Vancouver moves into the age groups which require family housing, pressure will be placed on the city's dwindling family housing stock. Young families will find they want to relocate outside the city in single family housing which they can purchase. The demand for housing with personal care facilities may increase in Vancouver as the population ages and the elderly are no longer able to live in self-contained units.

Source: GVRD Planning Dept., Population, Household, Employment and Labour Force Estimates GVRD & Sub-Region, 1976-1991, Technical Memorandum No. 14 (Revised), May 1979.

	Total Households		Non-Family (Singles/Unrelated Adults)		Family		With Children		Without Children	
	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%
LOWER MAINLAND 1976										
GVRD	382,060 (100.0%)	86.5	113,680 (29.8%)	91.1	268,380 (70.2%)	84.6	174,885	84.2	99,050	86.7
DARD	16,450 (100.0%)	3.7	2,960 (18.0%)	2.4	13,490 (82.0%)	4.3	9,220	4.4	4,485	3.9
CFVRD	27,240 (100.0%)	6.2	4,715 (17.3%)	3.8	22,525 (82.7%)	7.1	15,045	7.4	7,440	6.5
FCRD	16,020 (100.0%)	3.6	3.314 (20.7%)	2.7	12,705 (79.3%)	4.0	8,300	4.0	4,550	
	441,770 (100.0%)	100.0	124,670 (28.2%)	100.0	317,100 (71.8%)	100.0	207,810	100.0	115,525	100.0
Vancouver										
1971	153,260 (100.0%)		55,305 (36.1%)		97,955 (63.9%)		57,770		43,935	
1976	160,400 (100.0%)		66,755 (41.6%)		93,645 (58.4%)		51,910		44,520	

Source: GVRD Planning Dept., Lower Mainland Official Regional Plan Update, The Way Ahead: A Report on the State of the Lower Mainland, April 1979, and Vancouver City Planning Dept., Vancouver Local Areas; Statistics compiled from the 1971 and 1976 Canada Censuses, 1979.

IV. VANCOUVER COMMUNITY COLLEGE'S OVERALL ENROLMENT TRENDS

From 1975 to 1979 the total College enrolment has fluctuated, averaging 18,360 students each year. In 1979 the enrolment was 20,930, the highest during the period.

The table below[1] shows that enrolment was consistently at 30% full-time and 70% part-time students in the period from 1975 to 1978. The 25% full-time enrolment figure of 1979 is a departure from this trend and is the lowest proportion of full-time enrolment at the College in the five-year period. The number of full-time students increased steadily from 1975 to a peak of 5,410 students in 1978 and declined about 3% in 1979. The number of part-time students has varied over the five year period but is showing increases in the last four years. A considerable proportion of this enrolment is in Continuing Education. The 1979 part-time enrolment of 15,654 students is the highest since 1975, representing an increase of 21% from 1978.

Vancouver Community College
Registrants (Head Count) in all Programs by Full/Part-Time Students
October Head Count
(% is a proportion of total registrants by year)

	1975		1976		1977		1978		1979	
ALL PROGRAMS	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%
F/TIME	5,091	28.2	5,079	30.3	5,196	29.4	5,410	29.4	5,276	25.2
P/TIME	12,977	71.8	11,705	69.7	12,449	70.6	12,965	70.6	15,654	74.8
TOTAL ALL PROGRAMS	18,068	100.0	16,784	100.0	17,645	100.0	18,375	100.0	20,930	100.0

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1 Historic description of the size and composition of the Vancouver Community College student population cannot be undertaken without acknowledging the serious limitations of the data available. The limita- tions are sufficiently severe as to preclude detailed identification of trends in the student population enrolled with respect to specific student characteristics.

Knowing these deficiencies, data was compiled on student enrolment between 1975 and 1979 from the Ministry of Education's College Statistical Report Forms (Hallowe'en Report) and Vancouver Community College, Regional Offices files. When referring to the following enrolment tables, caution is required. The explanatory notes for each table must be used to ascertain the particular component of College enrolment illustrated.

The table which follows illustrates variations in College enrolment by program area from 1976 to 1979. Within the six individual program areas, certain enrolment trends become evident.

Vancouver Community College

Registrants (Headcount) by Program by Full/Part-Time Students I

	1976		1977		1978		1979	
PROGRAM	Actual	%	Actual	%	Actual	%	Actual	%
Academic								
Full-Time	1,853	11.0	1,753	9.9	1,729	9.4	1,708	8.2
Part-Time	1,659	9.9	1,811	10.3	1,939	10.6	1,903	9.1
PROGRAM TOTAL	3,512	20.9	3,564	20.2	3,668	20.0	3,611	17.3
Career/Technical								
Full-Time	978	5.8	983	5.6	1,042	5.6	1,126	5.4
Part-Time	316	1.9	353	2.0	516	2.8	600	2.8
PROGRAM TOTAL	1,294	7.7	1,336	7.6	1,558	8.4	1,726	8.2
College Foundations								
Full-Time	275	1.6	230	1.3	291	1.6	236	1.2
Part-Time	1,038	6.2	829	4.7	895	4.8	907	4.3
PROGRAM TOTAL	1,313	7.8	1,059	6.0	1,186	6.4	1,143	5.5
Vocational								
Full-Time	1,683	10.0	1,905	10.8	2,098	11.4	*1,912	9.1
Part-Time	373	2.2	206	1.2	642	3.5	1,484	7.1
PROGRAM TOTAL	2,056	12.2	2,111	12.0	2,740	14.9	3,396	16.2
English Language Training								
Full-Time	290	1.7	325	1.8	250	1.5	* 294	1.4
Part-Time	2,175	13.0	2,596	14.7	2,741	14.9	2,885	13.8
PROGRAM TOTAL	2,465	14.7	2,921	16.5	2,991	16.4	3,179	15.2

(Table continued on next page)

Continuing Education								
General Interest								
Part-Time	2,141	12.8	2,425	13.7	1,849	10.1	3,116	14.8
Career/Technical								
Part-Time	1,801	10.7	1,306	7.4	1,370	7.4	1,313	6.3
Vocational								
Part-Time	2,202	13.2	2,923	16.6	3,013	16.4	3,446	16.5
PROGRAM TOTAL	6,144	36.7	6,654	37.7	6,232	33.9	**7,875	37.6
TOTAL ALL PROGRAMS	16,784	100.0	17,645	100.0	18,375	100.0	20,930	100.0

* from the College Principal's Report to the Board - October 10, 1979

** updated Continuing Education for the December 1979 Report to the Ministry

1. Notes:

a. Withdrawals are not included for Vocational and Continuing Education programs.
b. Withdrawals are included for Academic, College Foundations, English Language Training and Career/Technical programs.
c. Vancouver School of Art registrants are not included.
d. 1978 Continuing Education registrant totals are preliminary which normally increase when final tabulations are included.
e. In 1978 many Career/Technical programs were reclassified to Vocational so that the 1978 full and part-time Vocational enrolment has been increased through the addition of approximately 500 Career/Technical students.
f. The definition of a full and part-time student is not consistent among College campuses:

V.V.I.: a full-time student has 30 contact hours of instruction per week; a part-time student has fewer.

K.E.C.: a full-time student enrolled in Vocational and English Language Training has 30 contact hours per week; a part-time student has fewer.
In College Foundations, a full-time student enrols in four or more courses; a part-time student in fewer.

Langara: a full-time student enrols in four or more courses; a part-time student in fewer.

C.E.: all students are considered to be part-time.

Source: Vancouver Community Office, Central Administration. Files

(a) Academic

Approximately 20% of the Vancouver Community College students were in academic programs from 1976 to 1978. Academic enrolment was predominant in the College. In 1979, a slight enrolment decline reduced the predominance of academic programs to a level parallel to vocational and English language training programs. This movement is expected to continue toward vocation training and adult basic education.

A decline in the number of full-time students over the period has been matched by an increase in part-time students. These opposing trends have reversed the full-time/part-time composition from 56% full-time in 1975, to 53% part-time in 1979.

For all program areas it is difficult to postulate the reasons for the observed changes in enrolment. Consideration of factors suggests that the reasons underlying enrolment changes are so numerous that identification of the most significant reason or reasons is a matter of speculation. Nevertheless, it is suggested that four factors have contributed most significantly to the full-time/part-time reversal in academic enrolment from 1976 to 1978. These are:

- Demographic: This program area draws very heavily from the 'traditional' College age group, the 18 to 24 year old, a declining proportion of the population in the City of Vancouver between 1976 and 1979.

- Economic: Many academic students work to maintain themselves and consequently reduce their course loads. For instance, over 52% of the students at Langara in 1978 were working. Of these students, 32% were working full-time over 30 hours per week and 68% were working part-time.

- Attitudinal: Academic students are taking lighter course loads and longer time to achieve their career goals. Other personal commitments may prohibit full-time enrolment as, for example, 11% of Langara students in 1978 were parents. Further, the delayed-entry student, more mature in years, tends to be a part-time student.

- Governmental: The regulations governing the principal governmental source of financial aid define a full-time student as one enrolled in three or more courses. Full-time students are eligible for aid and may elect to take only three courses. In all tables, full-time academic students are defined as those with four or more courses.

(b) Career/Technical

In 1979, 65% of the career/technical students were enrolled full-time and 35% part-time, a continuation of the trend since 1975 towards more part-time enrolment. Career/technical enrolments at the Langara and King Edward Campuses have averaged 1,413 students each year, increasing the proportion of total College enrolment from 5% in 1975 to 8% in 1979.

When career/technical enrolments through Continuing Education are included in the career/technical total, only 37% of career/technical students are full-time and 63% are part-time while the overall career/technical enrolment varied between 1975 and 1978, it averaged 2,900 students each year, or approximately 14% of the total College enrolment in 1979.

Continuing Education career/technical enrolments were greater than the total career/technical enrolments at Langara and King Edward until 1977, when they fell below those of the two campuses. This trend has continued until 1979. Continuing Education enrolled 1,786 career/technical students in 1975 and 1,313 students in 1978, a 27% decline over five years. It is likely that the reclassification of career/technical programs to vocational programs in 1978 contributed initially to enrolment changes.

(c) College Foundations

This program area has tended to fluctuate in terms of total enrolment since 1975. After a slight increase in enrolment between 1977 and 1978, the 1979 enrolment total of 1,143 students has fallen below the 1977 level. In addition, the 1979 college foundations enrolment was only about 6% of the total College enrolment, the lowest proportion since 1975. The full-time and part-time enrolments have also tended to fluctuate so that in 1979, 21% of the program enrolment was full-time and 79% part-time. However, the program has been predominantly a part-time program since 1975.

College foundations enrolment fluctuations may be a reflection of:

i) increase/decrease in demand for the unskilled and comparatively untutored worked in the labour force;

ii) re-entrance of individuals into the labour force or education stream (e.g., married women with grown children);

iii) social emphasis upon and perception of documented education qualifi- cation;

iv) since 1977, part-time enrolment has been affected by the addition of secondary school completion courses for adults offered by the Vancouver School Board;

v) the introduction of the General Education Development (G.E.D.) tests.

(d) Vocational

In 1979, vocational enrolment continued to be the fastest growing program area at the College. There has been a 90% enrolment increase in the five years to 1979. (It must be noted, however, that approximately 500 career/technical students were reclassified as being vocational between 1977 and 1978). Vocational enrolment has grown from about 10% in 1975 to 16% in 1979 of the total College enrolment.

The most significant trend in the vocational area has been the increase in part-time enrolment. In 1975, the full-time/part-time split was 87%/13%, changing to 56%/44% by 1979. Part-time enrolment has increased five-fold over the period to 1979. This trend is echoed when Continuing Education vocational enrolment is considered. Continuing Education enrolled 1,160 more vocational students in 1979 than in 1975. This 51% change is the largest enrolment shift of the three Continuing Education programs offered (career/technical, vocational and general interest). The significance of Continuing Education vocational enrolment can be ascertained when it is noted that part-time Continuing Education in 1979 enrolled more students than other program areas at the College, with the exception of the academic program which had 165 more students. Full-time and part-time vocational enrolment at all campuses now comprises 33% of all College enrolment. An underlying reason for the marked growth in vocational enrolment is attitudinal. Our society seems to be placing a higher value upon "job specific" training. This enrolment growth is also a consequence of governmental policy, of the Vancouver Vocational Institute increase in part-time offerings and of the utilization of vocational Request for Additional Course (R.A.C.) funds for upgrading courses.

(e) English Language Training (E.L.T.)The total E.L.T. enrolment has been increasing steadily since 1976. It rose by about 6% between 1978 and 1979. (Prior to 1976 a major budget cut almost halved the number of part-time students in the English Language Training program and reduced the overall College enrolment by approxi- mately 1,700 students, or 10%). Despite these increases, the English Language Training program has consistently accounted for about 16% of total College enrolment since 1976, declining slightly to 15% in 1979.

One marked trend has been the consistent emphasis on part-time enrolments. The English Language Training (E.L.T.) program has the largest differential between full and part-time enrolments in the College. In 1978 and 1979, over 90% of the E.L.T. students enrolled on a part-time basis. Full-time enrolment, while small, has fluctuated over the period. In 1979, it was down to the 1976 level after increasing in 1977 and 1978. The principal factor contributing to enrolment is federal immigration policy, and the cumulative effect of the large number of non-English speaking people who reside in the Greater Vancouver region. It is anticipated the E.L.T. enrolment will continue to fluctuate in response to federal initiatives (e.g., emergency refugee relief).

(f) Continuing Education

All Continuing Education courses are offered on a part-time basis and enrolments have increased steadily over the period with a 32% increase taking place between 1975 and 1979. The largest, 26%, enrolment increase in Continuing Education occurred between 1978 and 1979. Continuing Education now accounts for about 38% of the total College enrolment and is the largest single program area in the College.

When viewed independently, the three types of Continuing Education enrolment offerings show unique enrolment trends. The 1978 enrolment in general interest offerings fell below the 1975 level after steady increases in 1976 and 1977. There was a large increase of 59% between 1978 and 1979 and the upward growth curve resumed. Career/technical offerings have declined since 1976, dropping 27% in the four years to 1979. The 1979 career/technical enrolment of 1,313 students shows a 4% decline since 1978. Vocational enrolment, through Continuing Education, has experi- enced the most marked enrolment growth of all College programs. In 1979, it showed a 14% increase over the 1978 enrolment level, and a 51% increase over 1975.

Perhaps, more than any other program area, Continuing Education enrolment depends upon the matches between the interests of the community, the availability of programming through other agencies (e.g., school boards, recreation agencies, universities, technical institute), and the type of courses offered by the College. This may be because the College has maintained a high and increasing vocational enrolment in the Continuing Education area, through the College's specialized facilities and expertise which are not available in other post-secondary institutions.

Enrolment Trends and Age

The table following shows that at any one time the number of students enrolled at the College are smaller for each older age group. The majority of College students are from the traditional 15 to 24 age group. Between 1975 and 1979, the largest single age group of students was between 20 to 24, followed by those aged 15 to 19. The data developed, however, are incomplete as English language training, Continuing Education and vocational enrolments are not reported by age groups.

However, a complete picture of the age structure of the College including English language training, Continuing Education and vocational students on a single day is available from the College student survey.[1] Not surprisingly, the survey findings support the conclusion that College enrolment tends to be smaller in older age groups. However, in the Fall Term of 1978, only 51% of the total College enrolment was in the 15 to 24 age groups. In addition, this percentage varies between College campuses from lows of 26% in Continuing Education, 44% at King Edward Campus and 54% at Vancouver Vocational Institute to a high of 76% at Langara. As each of the campuses tends to specialize in particular types of programs, these figures indicate that some programs tend to be supported by younger students while others by a wider age range.

The student survey also tabulated students' ages within program areas, and significant variations in the patterns of enrolment by age were noted.

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[1] See: Vancouver Community College Market Research Task Force Technical Report, Appendix 4, January 1979, for tabulated survey results; in particular, Tables 27, 47 and 49.

Vancouver Community College
Registrants (Head Count) by Program by Age

October Headcount (% is a proportion of total registrants by program area)

Age %	Academic		Career/Technical		College Foundations		Vocational	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
1975								
15-19	25.3	5.9	23.8	1.5	9.9	30.1	-	-
20-24	25.3	17.5	36.7	7.4	6.3	25.5	-	-
25-29	5.4	9.4	12.8	4.6	2.3	11.0	-	-
30+	2.2	11.0	7.3	5.9	2.7	12.2	-	-
	100%		100%		100%			
1976								
15-19	26.5	7.6	23.1	1.7	9.6	23.8	8.9	3.6
20-24	20.5	18.2	35.6	8.6	7.9	27.4	17.3	14.2
25-29	4.2	9.9	9.8	5.5	1.9	12.4	9.9	9.9
30+	1.6	11.5	8.2	7.5	1.5	15.5	15.7	20.5
	100%		100%		100%		100%	
1977								
15-19	27.3	9.2	23.5	2.1	13.2	24.1	-	-
20-24	17.0	18.8	34.5	10.2	6.2	26.8	-	-
25-29	3.2	11.0	8.7	6.8	1.5	11.8	-	-
30+	1.7	11.8	6.7	7.5	0.8	15.6	-	-
	100%		100%		100%			
1978								
15-19	27.2	10.0	23.3	3.5	11.6	25.6	-	-
20-24	16.3	19.6	29.2	9.4	5.9	22.5	-	-
25-29	2.2	9.9	9.3	6.9	3.4	10.7	-	-
30+	1.6	13.2	6.2	12.2	4.1	16.2	-	-
	100%		100%		100%			
1979								
15-19	27.5	10.5	24.4	3.8	9.9	26.0	-	-
20-24	15.2	19.5	29.1	10.8	6.4	23.7	-	-
25-29	3.0	9.8	8.7	6.6	1.6	11.1	-	-
30+	1.6	12.9	7.2	9.4	2.8	18.5	-	-
	100%		100%		100%			

Source: B.C. Provincial Government Statistical Report Forms (October 31st Statistics)

Notes:

a. Withdrawals are not included for Vocational and Continuing Education programs.

b. Withdrawals are included for Academic, College Foundations, English Language Training and Career/Technical programs.

c. Vancouver School of Art, Continuing Education and English Language Training registrants are not recorded.

d. 1976 is the single year in which all Vocational enrolment was reported by age.

e. Headcounts include both first and second year students.

Continuing Education courses in the three areas of general interest, vocational, and business exhibited the most marked departure from the overall College enrolment pattern by age. The majority of Continuing Education students are aged between 25 to 34, with a range between 40% and 44% of Continuing Education enrolment in this age group compared with a range between 23% and 30% in the 15 to 24 year old age groups. Continuing Education also has a larger number of students over 45 than the other Vancouver Community College programs.

King Edward Campus, in the five program areas described by the student survey, showed the largest variation in the age of students by programs. Only 29% of English Language Training students are less than 24, 19% are more than 45 years old. College Foundations had the youngest age profile, followed by Basic Training and Skill Development and Job Readiness programs.

Of the five program areas at Vancouver Vocational Institute, the Commerce program area drew more than 53% of its students from the population older than 24. The Health, Service, and Technical program areas enrolled students from the more typically 15 to 24 year old group.

At Langara Campus, there is a considerable difference between the Academic and Career/Technical age profiles; over 80% of Academic students are aged 15 to 24 while the Career/Technical program students are from a group slightly older. The majority of Career/Technical students are included in the group which ranges up to age 29.

Enrolment Trends and the Ethnic Component

Information on the ethnic composition of the College's students is available for the Fall Term of 1978 from the student survey results.

The College's student body is ethnically varied. Forty-two percent of the students were born outside of Canada. Approximately one-third of the students at Vancouver Vocational Institute, the Langara Campus and Continuing Education were born outside of Canada, while more than two-thirds of King Edward Campus students are foreign born.

A considerable portion of the College's foreign-born students are recent arrivals in Canada. Overall, 14% of the College students have lived in Canada for less than one year and 26% for less than two years. These figures are primarily attributable to enrolment at King Edward Campus where more than 45% of the foreign-born students have lived in Canada for less than two years. Vancouver Vocational Institute, Langara Campus and Continuing Education foreign-born students tend to have been in Canada for a much longer time, the majority having lived in Canada for more than five years.

Although more than 60% of the students have English as their first language, the remainder have a variety of mother tongues. The largest language group is Chinese. An interesting comparision between students' mother tongues and languages spoken at home indicates that the Chineses and Indo-Pakistani students tend to retain their first language for use at home to a much greater degree than do the other language groups represented in the student body.

Enrolment Trends and Housing

As the household composition has changed in the community, so too have changes occurred in the composition of the College's student population. The most marked trend has been the increasing number of women participating in education. This may well have some long-term effect on the number of family/non-family households in the future.

Enrolment Trends and Level of Schooling

Information on the level of schooling of Vancouver Community College's students is available from both the B.C. Ministry of Education statistical reports (October 31st Statistics) and from the student survey, Fall Term 1978.[1] The information reported in the statistical reports is contained in the following tables: only academic and career/technical enrolment is recorded and for King Edward Campus, the high incidence of 'not reported' cases invalidates the data. At the Langara Campus, students in the academic and career/technical programs came primarily from within B.C. and have some College or less than complete secondary school standing. It is of note that the higher the levels of schooling of the Langara students at entry, the more inclined they are to pursue part-time rather than full-time studies in both academic and career/technical program areas.

Based on the results of the student survey, as indicated in the table on page 107 students with Grades 10 to 13 are the largest single group enrolled at the College, forming 66% of the total enrolment. Those with less than Grade 10 make up 10% of the enrolment. As might be expected, King Edward Campus is serving the greatest number of students with less than a Grade 10 education. Langara attracts over 81% of its students from those with Grades 10 to 13 education and at V.V.I., over 75% are in the same category. Continuing

[1] See: Vancouver Community College Market Research Task Force Technical Report, Appendix 4, January 1979, for tabulated survey results; in particular, Tables 7, 14, 15 and 16.

Education has the highest number of students with some post-secondary education. Over 41% are in that category. At Vancouver Vocational Institute, 21% of the students have some post-secondary education. As can be expected from the level of education figures, the majority of V.C.C. students last attended a secondary school before enrolling at the College. Approximately 13% of the College's students came from other colleges, 11% have had post-secondary vocational training, and 16% came from a university.

As indicated in the table below, 56% of all the College students attended a school in the Lower Mainland before registering at the College. The next largest group of College students attended their previous school outside Canada. This pattern is duplicated at each of the campuses and Continuing Education, except at King Edward Campus where the percentages of students who attended their previous school outside Canada is 49% and from Lower Mainland schools 32%.

VANCOUVER COMMUNITY COLLEGE STUDENT SURVEY
LOCATION OF LAST SCHOOL ATTENDED

LOCATION OF LAST SCHOOL ATTENDED	V.C.C. Total Actual	%	King Edward Actual	%	Langara Actual	%
No Schooling	154	1.4	129	4.4	6	0.2
Lower Mainland	6,428	56.3	938	32.1	2,782	72.6
Other B.C.	833	7.3	133	4.5	312	8.2
Other Canada	1,341	11.8	281	9.6	352	9.2
Outside Canada	2,642	23.2	1,450	49.4	376	9.8
TOTAL	11,399	100.0	2,931	100.0	3,828	100.0

LOCATION OF LAST SCHOOL ATTENDED	V.V.I. Actual	%	Cont. Education Actual	%
No Schooling	10	0.7	9	0.3
Lower Mainland	845	59.0	1,863	58.1
Other B.C.	182	12.7	206	6.4
Other Canada	154	10.8	554	17.2
Outside Canada	240	16.8	577	18.0
TOTAL	1,431	100.0	3,209	100.0

Source: Vancouver Community College Student Survey; Fall, 1978, Table 16.

Note: Only academic and career/technical enrolments are recorded and a high incidence of 'not reported' occurs in the King Edward Campus survey returns.

VANCOUVER COMMUNITY COLLEGE STUDENT SURVEY
YEARS OF FULL-TIME SCHOOLING

YEARS OF FULL-TIME SCHOOLING	V.C.C. Total		King Edward		Langara	
	Actual	%	Actual	%	Actual	%
None	60	0.5	47	1.6	5	0.1
K'garten to Grade 6	386	3.4	310	10.0	29	0.8
Grade 7 to 9	723	6.2	588	19.4	34	0.9
Grade 10 to 13	7,585	66.0	1,576	52.2	3,120	81.8
1-2 years post-secondary	1,480	12.9	269	8.9	464	12.1
3+ years post-secondary	1,265	11.0	236	7.9	164	4.3
TOTAL	11,499	100.0	3,017	100.0	3,186	100.0

YEARS OF FULL-TIME SCHOOLING	V.V.I.		Cont. Ed.	
	Actual	%	Actual	%
None	3	0.2	5	0.2
K'garten to Grade 6	16	1.1	40	1.2
Grade 7 to 9	37	2.6	64	2.0
Grade 10 to 13	1,079	75.3	1,810	56.0
1-2 yrs. post-secondary	204	14.2	543	16.8
3+ yrs post-secondary	94	6.6	771	23.8
TOTAL	1,433	100.0	3,233	100.0

Source: Vancouver Community College Student Survey, Fall 1978, Table 14.

Note: Only academic and career/technical enrolments are recorded and a high incidence of 'not reported' occurs in the King Edward Campus survey returns.

FULL-TIME, FIRST YEAR ENROLMENT BY ENROLMENT STATUS AND LOCATION OF INSTITUTION LAST ATTENDED: 1979 ENROLMENT

	LANGARA CAMPUS								KING EDWARD CAMPUS			
	Academic				Career/Technical				Career/Technical			
	Full-Time		Part-Time		Full-Time		Part-Time		Full-Time		Part-Time	
	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%
WITHIN B.C.												
less than complete secondary school	652	45.3	207	14.6	224	32.7	45	13.3	3	10.0	0	-
secondary school complete	23	1.6	39	2.7	6	0.8	7	2.0	14	46.7	1	-
some college	557	38.7	860	60.5	359	52.3	207	61.2	5	16.6	2	-
some university	103	7.2	116	8.2	43	6.3	36	10.7	3	10.0	1	-
SUB-TOTAL	1,335	92.8	1,222	86.0	632	92.1	295	87.2	25	83.3	4	-
WITHIN CANADA												
less than complete secondary school	4	0.2	10	0.7	10	1.5	2	0.6	1	3.3	0	-
secondary school complete	21	1.5	33	2.3	11	1.6	4	1.1	0	-	2	-
some college	20	1.4	40	2.8	10	1.5	7	2.1	1	3.3	2	-
some university	20	1.4	30	2.2	8	1.1	9	2.7	1	3.3	1	-
SUB-TOTAL	65	4.5	113	8.0	39	5.7	22	6.5	3	10.0	5	-
OUTSIDE CANADA												
less than complete secondary school	3	0.2	3	0.1	0	-	1	0.3	1	3.3	0	-
secondary school complete	14	1.0	23	1.6	0	-	5	1.5	0	-	0	-
some college	14	1.0	42	3.0	6	0.9	11	3.3	1	3.3	0	-
some university	7	0.5	19	1.3	9	1.3	4	1.2	0	-	0	-
SUB-TOTAL	38	2.7	87	6.0	15	2.2	21	6.3	2	6.7	0	-
TOTAL	1,438	100.0	1,422	100.0	686	100.0	338	100.0	30	100.0	9	100.0
NOT REPORTED	85		153		52		41		9		106	

Enrolment Trends and Sex Characteristics

Yearly enrolment, expressed as percentages, is tabulated by sex in the table below for the period 1975 to 1979, from the College Statistical Report Series. In the years 1975 to 1979, female enrolment increased as a proportion of total enrolment from 49% in 1975 to 53% in 1979. This change is primarily attributable to the significant increase in part-time female enrolment.

The trend is most marked in the career/technical program where part- time female enrolment more than doubled from 1975 to 1978. A smaller increase of 14% took place in part-time enrolment in the academic area and 11% in the college foundations area. Part-time male enrolment, on the other hand, decreased in the college foundations program and in the academic program. Part-time male career/technical enrolment almost doubled over the four years to 1978, echoing the trend in part-time female enrolments. There was a slight decline in 1979.

Full-time college foundations enrolments reached their lowest level in 1979 for the five year period for both male and female students. Also, both male and female full-time enrolments decreased slightly in the academic program. Full-time male career/technical enrolment increased by 21% and full-time female by 20% to 1978. A slight increase occurred in 1979.

Vancouver Community College: Registrants (Headcount) by Program by Sex
October Head Count
(% is a proportion of total registrants by program area)

Sex %	Academic		Career/Technical		College Foundations		Vocational	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
1975								
Male	32.6	16.8	33.8	8.3	11.9	45.5	-	-
Female	23.5	27.1	46.8	11.1	9.2	33.4	-	-
	100%		100%		100%			
1976								
Male	31.0	18.6	33.0	10.5	12.5	39.6	26.9	20.5
Female	21.9	28.5	43.7	12.8	8.5	39.4	24.8	27.8
	100%		100%		100%		100%	
1977								
Male	28.9	20.1	31.3	13.3	12.7	37.9	-	-
Female	20.3	30.7	42.2	13.3	9.0	40.4	-	-
	100%		100%		100%		100%	

(Table continued on next page)

1978								
Male	25.3	20.6	28.7	13.9	12.8	37.1	-	-
Female	22.0	32.1	39.3	18.1	12.1	38.0	-	-
	100%		100%		100%			
1979								
Male	26.5	22.4	28.3	12.3	9.4	38.5	-	-
Female	20.8	30.3	41.2	18.2	11.2	40.9	-	-
	100%		100%		100%			

Source: B.C. Ministry of Education Enrolment Statistical Reports (October 31st Statistics)

Notes:
a. Withdrawals are not included for Vocational and Continuing Education programs.
b. Withdrawals are included for Academic, College Foundations, English Language Training and Career/Technical programs.
c. Vancouver School of Art, Continuing Education and English Language Training registrants are not recorded.
d. 1976 is the single year in which all Vocational enrolment was reported by sex.
e. Head counts include both first and second year students.

The 1978 student survey results indicate that at each campus and in Continuing Education at least one-half of the students in the Fall Term were women. When enrolment by programs are examined, only the technical program at the Vancouver Vocational Institute, the vocational area of Continuing Education and the Basic Training and Skill Development program at King Edward Campus had lower female than male enrolments.

Enrolment Trends and Employment

The 1978 student survey results indicate that a considerable portion of Vancouver Community College students work while attending the College. Over 39% of the students enrolled at Vancouver Community College had jobs in the Fall Term of 1978, with a range between 19% at Vancouver Vocational Institute to 35% at King Edward Campus. Continuing Education students make up the largest group of employed students with over 61% employed. Also, the jobs that students hold are not necessarily part-time, as the majority of King Edward Campus, Vancouver Vocational Institute and Continuing Education students who work do so for more than thirty hours per week. A considerable portion of Vancouver Community College students, over 53% at King Edward Campus and about 60% at Vancouver Vocational Institute with slightly less than one-third of Langara's student body are also looking for work.

However, when the student employment data are compared with information about intentions, it is noted in the main, students would not give up their courses of studies if offered a job. About 50% of the College students would take the same course load and work, and about 14% would take the option of pursuing fewer courses while working.

Over 25% of the Fall 1978 student body at the College intended to find a job directly after completing their courses of studies. Student intentions varied considerably from one program centre to tne next, mainly as a reflection of the type of program offerings. At Vancouver Vocational Institute, about 72% of the students were interested in finding a full-time job upon completion, indicating the importance of job search skills to these students. Over 55% of Langara students intend to use their college studies as a springboard to university, although about one-quarter of Langara students are also interested in a full time job when finished at the College. King Edward Campus is used by students primarily as an introduction to furthering their education. Over 32% of King Edward Campus students intended to transfer to other post-secondary institutions, 22% intended to go to another Vancouver Community College campus and about 17% intended to enter the labour market upon completion of their studies. As anticipated, Continuing Education courses are used by students as a supplemental activity; 57% of these students intended to continue to work in their present job after their courses.

In consideration of the College catchment area, the greatest number of students expressed a preference to work in, or as close to, Vancouver as possible when they complete their education. However, a considerable number of College students (over 24%) chose to work outside the Greater Vancouver region. A surprisingly high proportion (12%) of the students do not appear to have any preference as to where they might find employment. This statistic is lowest for Continuing Education students as approximately 80% are already employed in full and part-time jobs. However, about 19% of Continuing Education students would still prefer to find jobs in areas where they do not live or work.

Of those students who have decided where they would like to work, Langara and Vancouver Vocational Institute students are the most mobile groups, averaging 29% choosing locations outside the Vancouver region. Only 17% of King Edward students would not choose the area in or around Vancouver. It may be that these students have already made their principal lifetime move by virtue of immigration to Canada.

Should these expressed preferences be realized, the Vancouver Community College service area would extend far beyond the Greater Vancouver Region, with College students forming a part of the labour force across Canada and abroad.

Vancouver Community College
Students Preferred Work Location After Completion of Education

(% is proportion of preferred locations by campus and by Vancouver Community College as a whole)

PREFERRED LOCATIONS	V.C.C. Total		King Edward		V.V.I.		Langara	
	Actual	%	Actual	%	Actual	%	Actual	%
Vancouver City	3,372	42.02	1,143	50.42	546	33.70	1,129	37.20
As clost to Vancouver as possible	1,715	21.37	448	19.76	417	25.74	609	10.07
Other location in British Columbia	974	12.14	193	8.51	273	16.85	417	13.74
Other Canadian Province	467	5.83	106	4.68	103	6.37	210	6.92
Outside Canada	533	6.64	77	3.40	82	5.06	305	10.05
Don't Care	963	12.00	300	13.23	199	12.28	365	12.03
TOTAL RECORDED	8,024	100.00	2,267	100.00	1,620	100.00	3,035	100.00

Source: Vancouver Community College Student Survey, 1978 (Question 40).

Notes: Students were asked to check more than one category if appropriate so that total response does size.

Enrolment Trends and Attrition

A trend noticeable within the academic program area at Vancouver Community College is the high attrition rate between first and second year student enrolment which can be considered to be a reflection in part of the accessibility of second year academic programming at other post-secondary institutions in the Lower Mainland. As the table following illustrates, the conclusions below can be drawn:

- Increasing attrition rates are evidenced for academic enrolment between 1975/1976, 1976/1977 and 1977/1978 with a slight overall decline in attrition in 1978/1979.

- Higher attrition among full-time than among part-time students. In general, students tend to leave the College or transfer to a university upon completion of the first year academic program. Part-time students, meanwhile, tend to remain first year registrants for a longer period of time than full-time students, as they continue toward first year completion on a part-time basis.

- Similar attrition rates for males and females of both full-time and part-time status. This apparent similarity is not a universal characteristic of such data, and might imply that the full-time or part-time status is a more important determining variable of the College's academic attrition than the sex of the student.

- There was a peak attrition between 1977 first year registrants and 1978 second year registrants with a rate of 89% for full-time males and 85% for full-time females. The meaningful commencement year of the table is coincidental with a revision of re-admission policy designed to stabilize enrolment in the face of the continuing increase in demand for academic offerings. The revision did not alter criteria for initial admission, but it has made it increasingly difficult for low-achievement students to be re-admitted, term by term, and to move from first to second year.

Vancouver Community College
Academic Attrition Between 1st and 2nd Year Registrants

	1976		1977		1978		1979	
FIRST YEAR	Male	Female	Male	Female	Male	Female	Male	Female
Full-Time	896	618	884	614	824	710	857	648
Part-Time	512	807	586	905	634	1000	653	903
SECOND YEAR								
Full-Time			135 84.9%	104 83.1%	97 89.0%	91 85.2%	90 89.1%	94 86.8%
Part-Time			125 75.6%	179 77.8%	115 80.4%	172 81.0%	147 76.8%	179 82.1%

Vancouver Community College
Total Academic Attrition Between 1st and 2nd Year Registrants

	1976	1977	1978	1979
Total Registrants First Year	2,883	2,989	3,168	3,061
Total Registrants Second Year		543 81.2%	475 84.1%	510 83.6%

Enrolment Trends and the College Catchment Area

At the present time, the College serves primarily Vancouver as more than 76% of the College's students live within the city's boundaries.[1] The remainder of the College's students live throughout the Greater Vancouver region, although the attraction of the College tends to decrease with distance eastwards from Vancouver. More than 90% of students registered in the Fall Term 1978 lived in the four municipalities of Vancouver, Burnaby, New Westminster and Richmond.[2] This is illustrated in the following table.

However, it is noteworthy that 10% of the College's 1978 students moved to their present addresses in order to attend the College. Of the students who moved, over 81% moved to locations within the City of Vancouver. Thus, although the the College's catchment area is dominated by Vancouver, student origins are not necessarily in the city. This is further substantiated by information available on the length of time students had lived at their present addresses. The majority of College students living in Vancouver had been located in the city for less than two years. This group is 41% of all College students. Thus, the College catchment area may be considered to be more diverse than originally supposed. Many students tend to have been short- term residents of Vancouver. Thus, while the City of Vancouver is the College's primary catchment area, the remainder of the Greater Vancouver region acts as its secondary catchment area.

In general, students living in the four quadrants within Vancouver (West End, West Side, South East and North East) tend not to select one particular Vancouver Community College campus over another as no strong catchment pattern within the City was discernible from the data recorded. The marked variations noted are in the high proportion of King Edward students who live in north east Vancouver, the stronger attraction for west side students to Langara and Continuing Education, and the high proportion of the College's students who reside outside of the City of Vancouver.

As illustrated by the pie charts on subsequent pages, each of the three campuses and Continuing Education show rather different regional catchment areas when considered independently.

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1 The data in this section were collected from all V.C.C. students registered in the Fall Term of 1978 and are presented in tabular form in the V.C.C. Market Research Task Force Technical Report, Appendix 4, January 1979; in particular, Tables 1 and 23.

2 As of February 1, 1980, Vancouver Community College's designated service area was increased to include the school districts of Burnaby (No. 41) and Richmond (No. 38). School board trustees from those two districts and from Vancouver are appointed to the Vancouver Community College Board.

RESIDENCE	V.C.C. Total		King Edward		V.V.I.		Langara		Cont. Ed	
LOCATIONS	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%
Vancouver										
West End	747	6.59	245	8.22	116	8.32	149	3.94	237	7.48
West Side	3,145	27.76	578	19.38	218	15.64	1,285	33.95	1,064	33.59
South West	1,849	16.32	512	17.17	172	12.34	740	19.55	425	13.42
North East	2,946	26.00	1,131	37.93	348	24.96	885	23.38	582	18.37
TOTAL VANCOUVER	8,687	76.67	2,466	82.70	854	61.26	3,059	80.82	2,308	72.85
Burnaby										
North	372	3.28	111	3.72	66	4.73	80	2.12	115	3.63
South	424	3.75	91	3.05	61	4.38	148	3.91	124	3.91
TOTAL BURNABY	796	7.03	202	6.77	127	9.11	228	6.03	239	7.54
New Westminster	111	.98	21	.70	37	2.65	19	.50	34	1.07
North Shore	528	4.66	86	2.88	142	10.19	120	3.17	180	5.68
Richmond	574	5.07	102	3.42	87	6.24	203	5.36	182	5.74
Surrey	263	2.32	36	1.21	68	4.88	52	1.37	107	3.38
Delta	173	1.53	27	.01	27	1 .94	64	1.69	55	1.74
Remainder of Region	197	1.74	42	1.41	52	3.73	40	1.06	63	1.99
TOTAL RECORDED	11,329	100.00	2,982	100.00	1,394	100.00	3,785	100.00	3,168	100.00

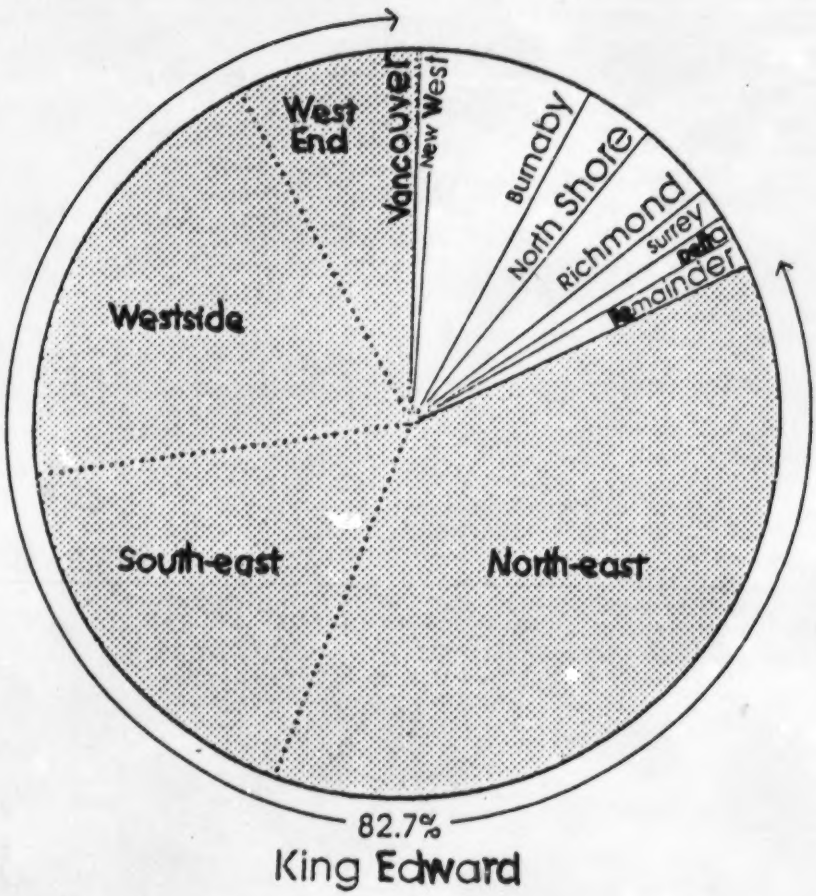
Source: Vancouver Community College Student Survey, 1978 (Question 1)

Notes: The North Shore includes North Vancouver City and District and West Vancouver
Remainder of Region includes Port Moody.

King Edward Campus

Of all centres, King Edward Campus has the most localized catchment area. Approximately 90% of its students come from Vancouver and Burnaby. Over 82% of King Edward Campus students live in Vancouver relatively close to the campus. About 11% of this campus' students moved to attend Vancouver Community College.

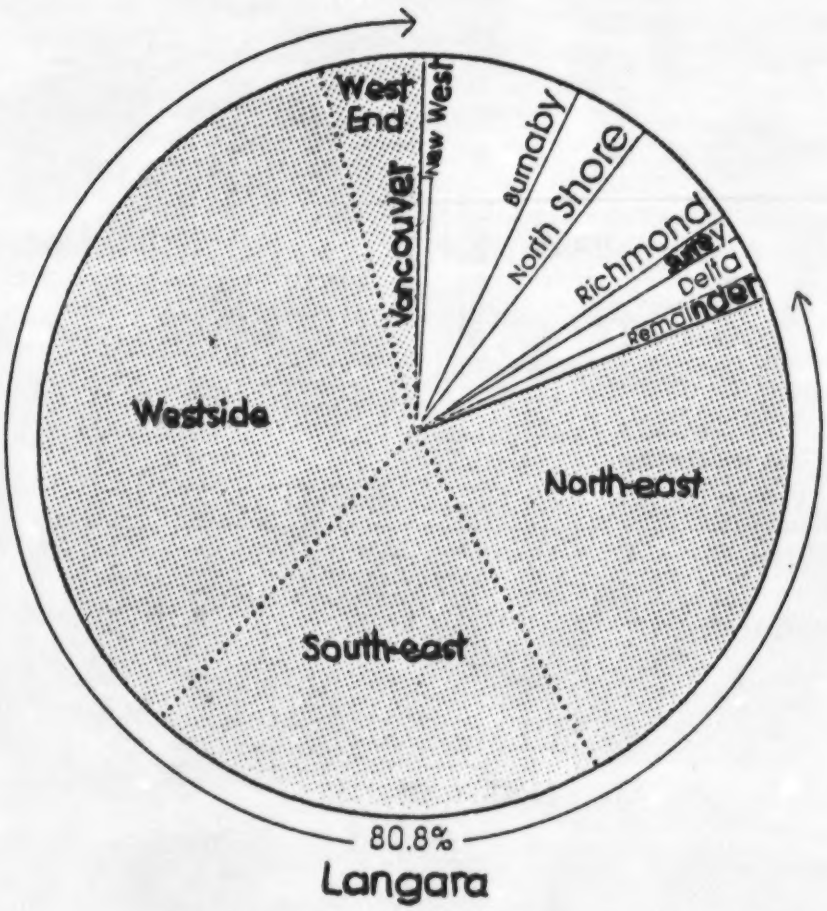
KING EDWARD CAMPUS CATCHMENT AREA, 1978



Langara Campus

Approximately 80% of Langara Campus students live in Vancouver; the remaining 20% are drawn from a catchment area similar to that of the College as a whole. Within Vancouver, over 42% of Langara students live east of Cambie Street, 33% west of Cambie Street and 4% in the West End (which is the smallest proportion of all students coming from that area to one of the College's campuses). About 12% of Langara students moved to attend the College.

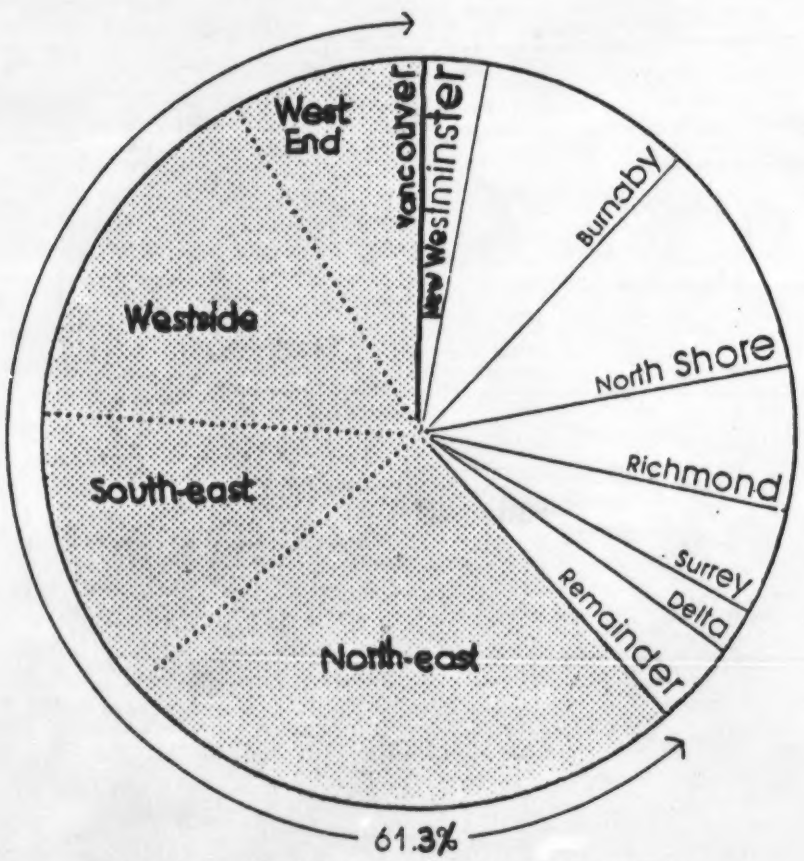
LANGARA CAMPUS CATCHMENT AREA, 1978



Vancouver Vocational Institute

This campus is the most regional of the College centres, as it draws over 38% of its students from locations outside Vancouver. It attracts a markedly higher proportion of students from the north shore than do the other centres showing an eastward focus in the region. Over 25% of Vancouver Vocational Institute students live in East Vancouver, Burnaby, New Westminster, Port Moody and the Coquitlams. As the Vancouver Vocational Institute is located in downtown Vancouver, it has a slightly stronger relationship to the West End than the other campuses and Continuing Education. Even so, only 14% of Vancouver Vocational Institute's Vancouver enrolment comes from the West End. About 15% of Vancouver Vocational Institute students moved to attend the College.

VANCOUVER VOCATIONAL INSTITUTE CATCHMENT AREA, 1978

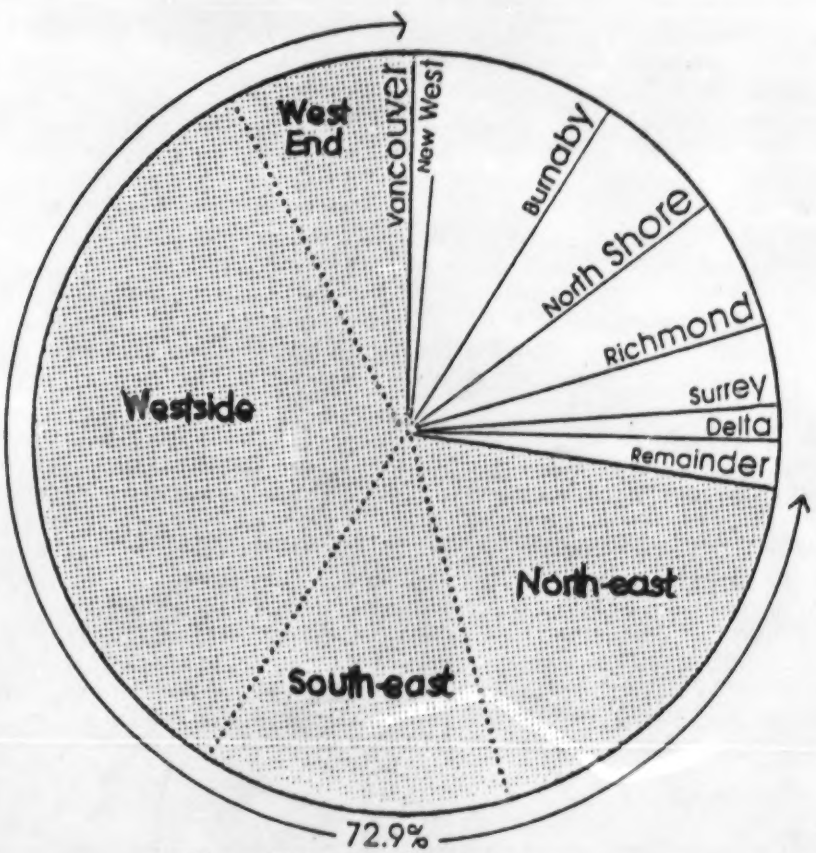


Vancouver Vocational Institute

Continuing Education

The catchment area of Continuing Education is a reflection of those of the Langara Campus and Vancouver Vocational Institute, since 58% of Continuing Education students take courses at Langara and Vancouver Vocational Institute. Another 29% take courses at Eric Hamber and 13% at other centres. Approximately 73% of Continuing Education students live in Vancouver, almost equally divided east and west of Cambie Street, with a considerable number drawn from the West End, reflecting the influence of Vancouver Vocational Institute programming. For the College as a whole, the remaining 27% of Continuing Education students live throughout the Greater Vancouver region. About 2% of Continuing Education students moved to attend the College.

CONTINUING EDUCATION CATCHMENT AREA, 1978



V. POST-SECONDARY EDUCATIONAL ACTIVITY IN THE LOWER MAINLAND

The Lower Mainland, relatively rich in the variety and range of post-secondary educational offerings, has served in the past as the provincial centre. While a number of major initiatives have been undertaken to decentralize post-secondary education, the population concentration of the Vancouver region continues to support some twenty or so post-secondary institutions.

The post-secondary education institutions active in the Lower Mainland can be summarized in broad groupings as follows:

	Number	Estimated[1] Enrolment	Estimated[1] Faculty
Universities	3	39,319	3,695
Provincial Institutes	6	18,361	806
Community Colleges	5	36,294	1,493
Specialized and Community-Based Schools	9	3,510	108

The universities have developed significantly varied curricula to meet provincial needs in the arts and sciences and the professions. The newly developing provincial institutes offer training in a variety of technologies and trades. In addition, specialized training is available in the arts, justice, and marine trades from specialized or unique institutes. University courses, adult basic education, and technical, vocational and career programs have become available through home study courses provided through a newly created institute.

The five community and regional colleges offer comprehensive two-year programs, with a wide range of arts and sciences, career and vocational and general interest courses having been developed to meet community needs.

The specialized and community based schools offer courses in the health sciences, theology and religious training, law and psychology. In addition, courses and programs are being made available through community agencies to special groups such as retired individuals and Native Indians.

In addition, most of the public post-secondary institutions and all of the twelve school districts in the Lower Mainland are providing continuing adult education programs.

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1. Figures are for 1978/79 as reported in B.C. Ministry of Education Statistical Reports or by representatives of the institutions.

Finally, a number of service agencies, or private sponsoring groups, also provide educational offerings related to such specific needs as language ability, self-awareness, family life, etc. Several agencies also offer educational aids. These include the Canadian Forestry Association, International Development Educational Resource Centre and the International Self-Council Press. Area public libraries, too, offer informational and educational support from a varied and relatively comprehensive collection of books, periodicals and other learning materials.

A major task to be further worked on is the coordination of Lower Mainland post-secondary educational activity. With universities, institutes, community colleges and school districts delivering educational programming to the region's adult population efforts must be continued to see that institutions effectively complement rather than unnecessarily duplicate each other in courses and programs offered.

APPENDIX IV

ENROLMENT PROJECTION BY CAMPUS AND PROGRAM AREA

STUDENT CONTACT HOURS (SCH)*

	'80/'81	'81/'82	'82/'83	'83/'84	'84/'85	'85/'86
K.E.C.	3,069,000	3,280,000	3,416,000	3,885,000	4,078,000	4,326,000
LANGARA	2,735,000	3,057,000	3,103,000	3,149,000	3,197,000	3,245,000
V.V.I.	2,436,000	2,564,000	3,146,000	3,372,000	3,475,000	3,475,000
C.E.**	372,000	367,000	373,000	381,000	382,000	389,000
TOTAL	8,612,000	9,268,000	10,038,000	10,787,000	11,132,000	11,435,000
C.E. Registrants**	11,500	12,500	13,500	14,400	15,600	16,300

* Includes Temporary Funded Courses (TFC)
** Students enrolled in Continuing Education seminars, workshops and other unsegmented programs are counted separately as registrants.

REGISTRANTS

	'80/'81	'81/'82	'82/'83	'83/'84	'84/'85	'85/'86
K.E.C.*	19,381	22,237	23,611	25,644	27,729	29,912
LANGARA**	12,722	14,376	14,592	14,811	15,033	15,258
V.V.I.	6,364	8,499	9,654	10,387	10,566	10,566
C.E.+	21,486	25,288	27,788	31,111	34,518	38,487
TOTAL	59,953	70,400	75,645	81,953	87,846	94,223

* Assumes that the length of all programs remains constant
** Assumes that the average number of seat registrations per registrant remains constant
\+ Assumes that the average number of SCH per registrant will continue to decline at a rate equal to the average annual decline of the last 4 years. Combines registrants and student contact hours for Continuing Education to produce total registrants.

PROJECTED % INCREASE IN STUDENT CONTACT HOURS (SCH) BY INSTRUCTIONAL CENTRE 1980/81 - 1985/86

	'80/'81	'81/'82	'82/'83	'83/'84	'84/'85	'85/'86
K.E.C.	100.00	106.8	111.3	126.6	132.9	141.0
LANGARA	100.0	111.8	113.5	115.1	116.9	118.7
V.V.I.	100.0	105.3	129.2	138.4	142.7	142.7
C.E.	100.0	98.7	100.3	102.4	102.7	104.6
TOTAL	100.0	107.6	116.6	125.2	129.3	132.8
C.E. Registrants*	100.0	108.7	117.4	125.2	135.7	141.7

PROJECTED % INCREASE IN REGISTRANTS BY INSTRUCTIONAL CENTRE 1980/81 - 1985/86

	'80/'81	'81/'82	'82/'83	'83/'84	'84/'85	'85/'86
K.E.C.*	100.0	114.7	121.8	132.3	143.1	154.3
LANGARA**	100.0	113.0	114.7	116.4	118.2	119.9
V.V.I.	100.0	133.5	151.7	163.2	166.0	166.0
C.E.+	100.0	117.7	129.3	144.8	160.6	179.1
TOTAL	100.0	117.4	126.2	136.7	146.5	157.2

* Assumes that the length of all programs remains constant
** Assumes that the average number of seat registrations per registrant remains constant
\+ Assumes that the average number of SCH per registrant will continue to decline at a rate equal to the average annual decline of the last 4 years.

APPENDIX V

SPACE ALLOCATIONS BY CAMPUS

SPACE (IN NET SQUARE FEET)

	'80/'81	'81/'82	'82/'83	'83/'84	'84/'85	'85/'86
K.E.C.	104,888	104,888	104,888	193,345	193,345	193,345
LANGARA*	154,143	174,143	174,143	179,406	179,406	214,143
V.V.I.	139,000	139,000	229,000	279,000	279,000	279,000
OFF-CAMPUS	41,439	66,439	66,439	66,439	66,439	66,439
TOTAL	439,470	474,470	554,470	692,927	692,927	692,927

	'80/'81	'81/'82	'82/'83	'83/'84	'84/'85	'85/'86
K.E.C.	100.0	100.0	100.0	184.3	184.3	184.3
LANGARA*	100.0	112.9	112.9	116.4	116.4	138.9
V.V.I.	100.0	100.0	165.0	200.0	200.0	200.0
OFF-CAMPUS	100.0	160.3+	160.3	160.3	160.3	160.3
TOTAL	100.0	108.0	126.2	157.7	157.7	157.7

* Pending further approvals

\+ A rough estimate; actual net square footage acquired will depend upon terms of the lease negotiated and assumes funding approval.

APPENDIX VI

THE FIVE YEAR BUDGET -- 1980/81 TO 1985/86

NET* OPERATING BUDGET FORECAST IN 1980/81 DOLLARS (000's)

	1980/81	81/82	82/83	83/84	84/85	85/86
KEC	7,435	8,597[2]	9,592[1]	11,112[1]	11,305	11,641
LANGARA	9,563	10,685[2]	10,844[3]	11,004[3]	11,165	11,396
VVI	8,117	8,365[4]	10,626[3]	11,476[3]	11,620	11,620
CE	1,100	1,293[5]	1,313	1,349	1,369	1,388
College Res.	1,793	2,887[6]	3,276[6]	3,594	3,767	3,873
Computer Facilities[7]	513	609	681	773	805	828
Central Administration	3,244	3,447	4,409	4,701	4,874	4,874
	899	1,145	1,242	1,329	1,346	1,364
Total	32,664	37,028	41,983	45,338	46,251	46,984

* Revenue from student fees, shop fees, etc. is included. Debt services, facilities leases and furniture and equipment expenditures are totalled below.

OTHER BUDGET FORECAST ITEMS IN 1980/81 DOLLARS (000's)

Debt Services	1,107	4,736	7,676	7,956	8,096	8,096
Facilities Leases	555	838	698	413[8]	413	413
Furnishing & Equipment	805	1,662[9]	1,989[9]	2,111[9]	1,480	1,521

Notes and Assumptions

1. New facilities are completed and will be fully operational, 1982/83 - 1983/84 for K.E.C.
2. Off-campus space will be available and utilized, 1981/82 for Langara Campus.
3. Remodelled and new facilities will be completed, 1982/83 - 1983/84 for V.V.I.
4. Additional short courses will be presented in a variety of leased and rented facilities
5. Instructional support services will be upgraded to cover basic needs, 1981/82
6. Additional computing capacity will be operational in 1982/83 - 1983/84 for both administrative and instructional functions.
7. Additions are to service new facilities.
8. Leases are reduced following completion of new facilities.
9. Capital costs directly associated with new facilities are included in the funding for the facilities. Upgrading of furniture and equipment for existing programs will be included in 1981/82 - 1983/84 furnishing and equipment budgets.

PROJECTED % INCREASE IN OPERATING BUDGET
1980/81 - 1985/86

	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86
KEC	100	116	129	149	152	157
LANGARA	100	112	113	115	117	119
VVI	100	103	131	141	143	143
CE	100	118	119	123	124	126
College Resources	100	161	183	200	210	216
Computer	100	119	133	151	157	161
Facilities	100	106	136	145	150	150
Central Administration	100	127	138	148	150	152
TOTAL	100	113	129	139	142	144

PROJECTED % INCREASE IN OTHER BUDGET ITEMS
1980/81 - 1985/86

Debt Services	100	428	693	719	731	731
Facilities Leases	100	151	126	74	74	74
Furnishings & Equipment	100	206	247	262	184	189

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